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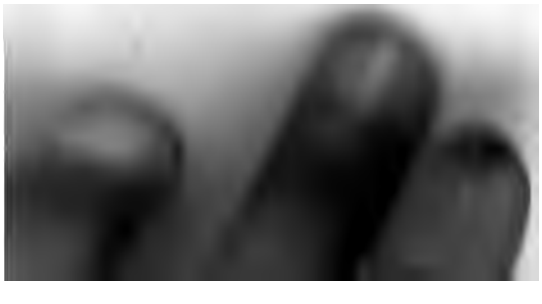

THE PENNSYLVANIA SCHOOL JOURNAL.

VOLUME XLII.

That which makes a good Constitution must keep it, viz.: Men of wisdom and virtue; qualities that, because they descend not with worldly inheritance, must be carefully propagated by a virtuous education of youth.—WM. PENN.

N. C. SCHAEFFER, EDITOR.

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WILL IT BE WORTH WHILE TO GO TO CHICAGO?

THERE are some moderately intelligent people in the East who have thought it a mark of personal or local superiority to affect indifference about this World's Fair. There are a few people of high intelligence and of excellent sense who really feel no particular interest. The first class is not deserving of attention. As for the second class, it is merely a case of pre-occupation and unaroused curiosity. Long before the Fair is ended these people will have discovered it, and they will atone for their earlier lack of interest by the higher degree of their subsequent enthusiasm. This paragraph, however, is meant particularly for many thousands of our readers living farther East, let us say, than Ohio, who must make careful plans in advance if they are to go to Chicago at all, and who are now asking whether or not it will be really worth their while to make effort and sacrifice to visit the Exposition. No general advice can fit all particular cases, but so far as general principles can have any bearing, let us all decide that it will be immensely worth while to go. Students, teachers, all classes of men and women who have healthfully inquiring minds, would make no mistake in planning to spend as much as possible of the summer at Chicago or in that vicinity. The opportunities for advantageous study will be almost limitless. Our industrial arts and our art industries will find a new birth in this Fair. Fine arts will obtain a powerful impetus. Our educational methods will be improved by it. The whole world will be brought nearer together. The cause of peace among the nations will be promoted. The world's religions will have renounced somewhat of their mutual bickerings and hatreds, and will have seized more firmly upon the principle of Love. Do not lightly decide that you can afford to dispense with the benefit of some personal contact with all this vast congeries of undertakings. It was a great thing to be at Philadelphia in 1876, and at Paris in 1889; but it will be far more than either or both to be at Chicago in 1893.—*Review of Reviews.*

CONTENTS OF VOLUME XLII.

A Boy's Presence of Mind. 121.
Address to Graduates, 112.
A Dream City—*Candace Wheeler*, 7.
Agricultural Teaching for Rural Schools—*Geo. G. Groff*, 294.
Alchemy of Influence—*Henry Drummond*, 144.
A Lesson that Grew: "Song of the Brook"—*Sarah L. Arnold*, 470.
Alexander Ramsay, 311.
Algebra in Mathematics, 114.
All Hail the Power of Jesus' Name (Hymn), 326.
A Lonely Little Girl, 107.
Amiability of Teacher, 516.
An Arbor Day Story—*Annie B. Hanich*, 483.
An Epoch Making Book, 204.
An Old Settler, 150.
An Open Letter, 523.
A Plain Tale of 1893, 539.
Are You Miss Flint? Personal Question, 242.
Armstrong, General S. C., Memoranda, 530.
Arrow, The, 246.
Article X.: Education, 313.
Art Palace at the Fair, 55.
Autumn Arbor Day, 173.
Auxiliary Supervision, 88.
Beulah Land (Hymn), 326.
Beware the Camel's Nose (Poem), 153.
Biltmore Forest: Estate G. W. Vanderbilt, 429.
Blessing from Good Works: Russian Legend, 482.
Books Authors Read, 301.
Boss Teacher, The, 246.
Boy's View, 302.
Brighter School Term—*Rhoda Lee*, 239.
Bringing up Children: Badly Developed Brain, 342.
Broad Guage Men: Educate for Breadth of View—*J. S. Kiefer*, 200.
"By Their Fruits," 262.
Can they Read? Only As They Can Interpret Thought, 481.
Care of Childhood, 106.
Care of Free Text-Books, 137.
Carlisle Indian Industrial School: Fifteenth Anversary and Sixth Graduation Day—Life-like Picture of Graduating Class, 433.
Carlisle Indian School, 111.
Christian Shadow, The, 104.
Cigarette Smoking, 315.
College Education, 163.
College Graduates, 349.
Colonial Times, 442.
Columbian Exposition at Chicago: For This Summer Only—Brief Description—"A Dream City"—Woman's Building—Landscape Gardening—Go to the World's Fair—Grand Opening Ceremony—The Midway Plaisance—The Electric Glory—Resplendent Beauty of the Fair at Night—Seeing the Exposition—What is Staff?—A Week at the Fair: Where and How to Spend the Time—The Cost of the Trip—Report of the Director General of the Exposition: What May Be Seen, etc., 3.
Columbian Exposition.—Buildings, Grouping, Extent: "Such Stuff as Dreams are Made of"—Educational Exhibit—An Eye to Comfort: What the Management Has Done—Art Palace at the Fair—Great Fish Show: Portion of Government Exhibit—Artistic Designs: Buildings of the Foreigners—Novel and Attractive State Buildings, etc.—Man and His Works: Ethnological Exhibit—Notes of the Exposition—Teachers of America (*Col. F. W. Parker*)—Spectacle Without Parallel—Triumph of Woman—All Should See It: City of Art by Master Minds—Pennsylvania: What the Keystone State has to Show at the Fair—Chicago Exhibition—Electrical Wonderland—Mr. Depew on the Fair—Notes from the Fair—The Big Ferris Wheel: Novel Pennsylvania Invention a Feature of the Fair—Multiple Speed Sidewalk—Seeing the Exposition—Fifteen World's Fairs—The States at Chicago, 49.
Compulsory Education, 44.
Congress of Education, 136.
Congress of Religions, 108.
CONVENTION OF CITY AND BOROUGH SUPERINTENDENTS—Proceedings of Altoona Meeting, 373. Address of Welcome and Response—*D. S. Keith and J. M. Coughlin*, 373. Inaugural Address: Some Urgent Needs of the Schools—*L. O. Foose*, 374. Discussion of Topics Suggested by Inaugural Address, 377. The Relation of High and Normal Schools—*J. I. Robb*, 379. Best Results from Teachers' Monthly Grade Meetings, 386. Some Needed Legislation: Compulsory Education, District Libraries, Increased State Appropriation, School Architecture, etc.—*R. K. Buehrle*, 388. Unequal Distribution of State Aid—*H. S. Wertz*, 390. The Place of the High School—*E. T. Jeffers*, 393. The Work of the High School—*N. C. Schaeffer*, 396. General Discussion of High School Question, 398. Truancy and Irregular Attendance—*S. A. Baer*, 401. Study of English in High and Graded Schools—*S. O. Goho*, 405. The Grammar School Course—*J. M. Coughlin*, 409. Graduating Exercises: An Experience Meeting, 410. Functions of the Superintendent: Theory and Practice, 413. Resolutions, General and Special, 412. Members in Attendance, 414.
Country and City Children: Suggestive Comparison, 204.
Country and City Schools, 520.
Courtesy, Lessons in, 172.
Cultivate Self-Control, 120.
Dashes and Dots, 100.
Dawn of a New Age, 135.
Decency and Good Morals, 133.
Deep Sea Diving, 298.
Defects in Modern Teaching—*J. J. Greenough*, 211.
Definitions and Defining—*John Swett*, 149.
Destruction from Forest Fires, 419.
Directors' Institute, 354.
Discipline, Value of: Its Necessity May Be Overlooked, 240.
Distinctive Idea in School Music, 524.
District School House: What May be Done for Ten Dollars, 249.
Does the Superintendent Earn His Salary? 130.
Dog Tax Law, 45.
Do They Think of Me at Home? (Music) 140.
Dwelling in Details, 151.

EDITORIAL DEPARTMENT—
July—Superintendent Waller, 35. Educational Congress—State Appropriation, 36. To Readers of *The Pennsylvania School Journal*, 36. Lower Merion Township: Ex-State Supt. Hickok, 37. University Extension: Summer Meeting at University of Pennsylvania, 38.
August—A Good Law—Exhibit by Dr. Warren at the Fair—Not "the Oldest"—Reception to Prof. Robert M. Cargo, 86. Dr. Theo. B. Noss—Advice from a Lady at Chicago, 87. "Death's Crown,"—Now or Never: The Columbian Exposition—Auxiliary Supervision of Schools, 88. Township High Schools, 89.
September—Good on All Lines, 127. Promotion Without Examination—School Legislation, 129. Does the Superintendent Earn His Salary? 130. House for the Teacher—Success in Teaching, 131. Elementary Instruction, 132. Decency and Good Morals, 133. Upright Penmanship—Training of the Hand, 134. Dawn of a New Age, 135. Congress of Education, 136.
October—Autumn Arbor Day: Official Circular, 173. School Arbor Day, 174. Our Subscription List, 175. Class in Reading, 176. Wilkes-Barre, 177. Ends of Teaching, 178. Mercersburg College: Dr. E. E. Higbee, 179. Teachers at the Fair, 180.
November—Statistics of Public Schools of Pennsylvania, Erie, Titusville and Edinboro, 220. School Outhouses: Circular of Co. Supt. Taylor, 221. Educational Exhibits at World's Fair, 222. Prof. Josiah Jackson, 223. The Good Ship "Welcome," 224. Fall Arbor Day, etc., 225.
December—The Study of Children—Teachers at World's Fair, 257. Two Venerable Men, 258. School Outhouses, 258. The County Institute, 260. Should School Examinations be Abolished? 261. "By Their Fruits": The Men Who Were Made Under the Old Regime, 262. Provisional Certificates, 263. Personal Interest—Growth of Children, 266. Commercial High School, 268.
January—Get Back to First Principles—Wedding Bells, 304. Rural Schools—Classical Studies, 305. Young Teachers—Hazleton High School—Superannuated Teachers, 306. Elections in School Houses, 307. Convention of Superintendents, 308. Teachers' Institutes, 309. Alexander Ramsey, 310. Our Forestry Interest, 311. "Article X.—Education:" Its Evolution in Our State Constitution of 1873, 313. Cigarette Smoking—School Boys' League, 315.
February—Editorial Notes, 347. College Graduates, 349. The Golden Egg, 351. The University of the State of New York, 352. "Overthrift," 353. Directors' Institute, 354. Columbian Stamps, 356. Reading the Bible, 357. School Outhouses: Law of State of New York, 357. Modified Foot-Ball, 358. State School Funds: Proper Distribution of State Appropriation, 361.
March—Our Free List—Philadelphia Schools and the Appropriation—Pennsylvania Ranks Thirteenth Among the States, 414. State Meeting in July—Childhood Impressions, 415. Our Colleges—The Altoona Meeting, 416. The Goddess Educa, etc., 417.
April—Arbor Day Proclamation of Governor Pattison, 435. Dr. Wm. T. Harris Re-appointed, 436. National Association at Asbury Park, 437. Statistics of the United States—"What Hath God Wrought," 439. Spring Arbor Day, 441. Colonial Times, 442. Darby Borough, 443. Farmer and the Farm: Education of the Farmer's Sons and Daughters 444. Sloyd in Pittsburg—Vaccination in the Public Schools, 447. "Kansas Leads," 448. Business Methods, 449. The Right Man: Good Fortune of Phila. High School, 449.
May—Editorial Notes, 488. Programme of State Teachers' Association, 492. High School Commencements, 493. The Good Work Goes On, 494. Public Sehools, 495. The Modest Hero, 496. Exhibition of School Work at State Meeting, 497. New Science Hall—"Fiat Money," 498. Nineteenth Arbor Day at Lancaster: Addresses of Dr. J. T. Rothrock and State Supt. Schaeffer, 499.
June—The Human Eye—Summer Schools, 544. Dr. Higbee's Teubner Classics—College Outrages, 545. Delaware Boundary, 546. The State Association, 547. A Country Education, 548. National Meeting at Asbury Park, Programme, 549. New School Boards, 550. Good News from Iowa, 551. Cultivate the Memory, 552. New Seminary Bnilding—Gettysburg, 553. Committee of Ten: Suggestions, 554.
Educational Exhibit at the World's Fair, 51.
Educational Interest of the Commonwealth.—Sixtieth Annual Report of the Superintendent of Public Instruction of the State of Pennsylvania: Certificates of College Graduates—Graduation in Public Schools—Free Text Books—The Five Millions—State Normal Schools—Dying Teachers—Holidays—Continuous School Year—*Nathan C. Schaeffer*, 281.
Educational Values, True Standard of, 327.
Education of Girls—*M. V. E. Cabell*, 210.
Edward Thring, 169.
Elections in School Houses, 307.
Electrical Wonderland, 76.
Electric Roads, 100.
Elementary Instruction, 132.
Emerson on Heroism, 465.
England's Greatest Schoolmaster, 141.
Ends of Teaching - *Bishop Keane*, 178.
Examinations, Where They Fail, 171.
Eye, The—*George Wilson*, 540.

Fall Arbor Day, 225.
Famine of the Soul—*George W. Briggs*, 333.
Farmer and the Farm—*Editorial*, 444.
Ferris Wheel, The, 80.
"Fiat Money," 498.
First Ideas: Immense Stock in Early Years, 202.
Forest Fires in Pennsylvania, Destruction by: Bulletin No. 22, Pennsylvania State College Agricultural Station—*Wm. A. Buckhout*, 419.
Forestry in United States, 251.
Four Outlines: Better than Gold, 482.
From Fourteen to Twenty, 298.

Girls, Education of—*M. V. E. Cabell*, 210.
Good-Night (Music), 234.
Good Ship Welcome, 224.
Grace and Truth—*David Swing*, 236.
Grammar of Life—*B. F. Taylor*, 291.
Grammar School Course—*J. M. Coughlin*, 409.
Ground Plan of a Rural School House (Illustrated)—*J. W. Leech*, 472.
Growth of Children, 266.

Half an Hour with Plato, 206.
Hand, The—*George Wilson*, 97.
Happiest Life Spent for Others—Parochial School Question—Color of School Room Walls—Prizes for Spelling—A Little Science, 189.
Henry Ward Beecher on Heredity, 515.
Heroism—*R. W. Emerson*, 465.
High School Commencements, 493.
High Schools in Boroughs, 274.
High School, Place of—*E. T. Jeffers*, 393.
Holidays: Spiritual and Physical Benefit—*M. E. Sangster*, 33.
Home Library, 527.
How Old is the Earth? 474.
How to Read a Book, 165.
How the Young are Decoyed, 166.
Huxley, Thoughts from, 300.

Importance of the Class in Reading, 176.
"Inasmuch:" High School Helping Hand, 252.
Interesting Exercises, 98.
Items from Reports, 46, 138, 184, 229, 267, 321, 366, 434, 504, 558.
John Milton as Educator—*Phillips Brooks*, 214.
Jolly Old Saint Nicholas (Song), 280.
Jones's Dream: "Record as Director," 331.
Josiah Jackson, 223.
Joy the Root of Morality—*Edwin Arnold*, 518.

Keeping up with Children, 157.

Lack of Education, 519.
Late at School, 255.
Latitude and Longitude, 289.
Lazy Boy, The, 250.
Lead Them to Think, 168.
Lesson on the Pansy, 99.
Lessons in Courtesy, 172.
Let Him First Be a Man—*W. H. Venable*, 533.
Letter of Pope Leo XIII., 219.
Letter Writing: Neglected in Schools, 474.
Lighting of School Rooms—*A. P. Marble*, 480.
Like a Dream: The White City, 124.
Lindley Murray, 290.
Little Things, 372.
Lonely Little Girl, 107.
Looking Upon the Unseen, 202.

Man and His Works, 64.
Man or Monkey, 519.
Medical Profession, The—*David Swing*, 337.
Memoranda of General Armstrong, 530.
Mercersburg College, 179.
Midway Plaisance, 15.
Minutes, The (Poem), 519.
Modified Foot Ball, 358.
Mollie Pitcher—*Benj. M. Nead*, 343.
Morning Exercises: "I Forgot It," etc., 340.
Music Pages: "The Old Cottage Clock," and "Up the Hills," 48; "Speak Gently"—*W. V. Wallace*, 94; "Do They Think of Me at Home?"—*C. W. Glover*, 140; Robin Redbreast: "Good-bye, Good-bye to Summer, 187; "Good Night," and "The Better Wish," 234; "Jolly Old Saint Nicholas," 280; "Beulah Land," and "All Hail the Power," 326; "Try, Try Again," and "Little Things," 372; "Twickenham Ferry"—*Theo. Marzials*, 510; "Pleasure Climbs to Every Mountain," 562.
Music Well Taught: Training Colleges in England and Wales, 330.

New Peril to Children, 159.
Nineteenth Arbor Day, 499.
Notes From My Journal—*C. F. Menninger*, 213.

Official Department.—Recent Legislation: Relating to County Superintendents—Free Text-Books for Schools—Permanent Certificates to College Graduates—Salaries of County Superintendents—Appropriations to the State Normal Schools—Suitable and Convenient Outhouses in Interest of Decency—Children of Soldiers—Auditors in Independent Districts—School Accommodations—Tax Collectors—Compulsory Education: Text of Bill and Veto Message—New Dog Tax Law—Items from Reports, 39. Borough Superintendents Elected—Questions and Answers: Decision as to Free Text-Books and School Supplies—Labor Day—State Trustee—Superintendents' Salaries: Opinion of Attorney General Hensel—Paying School Directors: Bill Vetoed—Items from Reports, 90. Annual Session of County Teachers' Institutes—Care of Free Text-Books—Items from Monthly Reports, 137. College Graduate Certificates—State Appropriation—County Institutes—Children of Soldiers—Items from Reports, 182. Legal Half Holidays Not School Holidays—Certificates to College Graduates: Conditions on Which Granted by the Department—Opinion of Attorney-General Hensel—Items from Reports, 227. Superintendent Elected—Questions and Answers—High Schools, Borough—Permanent Certificates—Items from Reports, 269. Superintendent Elected—College Graduate Certificates—Legal Decision as to Water Tax—Relation of the High School to the College in Pennsylvania—Items from Reports, 316. Free Text-Books and Subscription Schools—Suitable and Convenient Outhouses on School Grounds—Soldiers' Orphans' Industrial School—Items from Reports of Superintendents, 364. Certificates to College Graduates—Duty of School Boards: Publishing Annual Financial Statement—Vaccination: Text of Decision by Judge Metzgar, of Williamsport—Items from Reports, 452. New Blank Form for District Reports—Normal School Examinations—Items from Reports—Normal School Trustees, 504. To Superintendents—College graduates, 556. Course of Study at Normal Schools, 557. Normal School Trustees—Items from Reports, 558.

Old Land Measures, 98.
One Girl: What She Did, 116.
Our Call to Duty: Many Ages and Many Thinkers, 345; Texts for Sermons; Substance of Many Books, 475.
Our Hope: Gentlemen of School Boys—*M. W. Sutherland*, 244.
Over Exercise, 248.

Pansy, Lesson on the, 99.
Parental Responsibility, 241.
Parliament of Religions, 108.
Pay Attention, 230.
Paying School Directors, 92.
Pennsylvania at the World's Fair, 70.
Permanent Certificates Granted, 277.
Personality of Teachers, 160.
Personal Influence—*Henry Drummond*, 144.
Personal Religion—*Lyman Abbott*, 518.
Pleasure Climbs to Every Mountain (Song), 562.
Poems and Stories—*Sarah L. Arnold*, 521.
Points or No Points—*W. W. Deatrick*, 114.
Plato, Half an Hour With—*H. M. King*, 206.

Pollution of Pennsylvania Waters—*Henry C. Ford*, 486.
Praise as a Stimulus to Effort—*Louise Foster*, 31.
Primary Spelling Lesson, 529.
Prince Bismarck in Berlin—*Edwin B. Chubb*, 425.
Professor's Awakening, 117.
Professor Blackie and His Pupil, 515.
Promotion of Pupils, 150.
Provisional Certificates, 263.
Psychology as a Fad, 162.
Public Schools, 496.
Purifying the Air of School Rooms—*W. W. Frantz*, 122.
Purity of Heart Strengthens the Mind, 152.
Queen's School at Burano, 160.
Questions and Answers, 183, 227, 269, 316.
Rapid Reckoning, 165.
Reading—*G. P. Brown*, 293.
Reading Books Discarded at Springfield—*Thos. M. Balliet*, 162.
Reading the Bible, 357.
Reading, Method in, 164.
Relation of High and Normal Schools, 379.
Relation of High School to College, 318.
Relation of Mind and Brain—*T. M. Balliet*, 34.
Remember in Speaking, 212.
Responsibility of Parent—*K. T. Wiggin*, 241.
Right Kind of Recreation: Outing Club for the Season, 431.
Robin Redbreast (Music), 187.
Rote Teaching: "Words Without Meaning," 341.
Routes of Travel, 126.
Rural Public Schools—*H. N. Jarchow*, 485.
Rural School, The, 119.
School Arbor Day, 175.
School Legislation, 129.
School Music—*David M. Kelsey*, 324.
School Outhouses, 357.
Scolding Habit—*R. H. Holbrook*, 472.
Short Sightedness, 106.
Showing the Spectrum—*W. W. Deatrick*, 158.
Six Thousand Square Miles—*J. T. Rothrock*, 422.
Slate Blackboards, 255.
Sloyd in Pittsburgh, 447.
Soldiers' Orphans' Industrial School, 365.
Solemn Words of Truth and Soberness—*David Swing*, 95.
Some Needed Legislation—*R. K. Buehrle*, 388.
Song of the Brook, 470.
Sowing and Reaping, 104.
Speak Gently (Music), 94.
Spelling and Writing Problems—*T. B. Noss*, 303.
Spring Arbor Day, 441.
State Appropriation, 182.
State Board of Health, Circular to Directors, 477.
State Buildings at Chicago, 85.
State School Funds, 361.
Stories for the School, 527.
Study of English High and Graded Schools, 405.
Success in Teaching, 131.
"Sum-Books:" Reminiscences of School Days, *T. J. Chapman*, 297.
Supt. W. A. Derremer: In Memoriam—*Lelia E. Patridge*, 423.
Talking—*Carrie Norton*, 532.
Teach Children to Work, 247.
Teachers at the World's Fair, 180.
Teaching Spelling, 100.
Tennyson's Death Bed, 299.
That New Scholar, 538.
The Better Wish (Song), 234.
The Christian Shadow, 104.
The Eye—*George Wilson*, 540.
The Golden Egg, 351.
The Home Library, 524.
The Hand—*George Wilson*, 97.
The Model Hero, 496.
The Old Cottage Clock (Song), 48.
The Poetic in Children, 158.
The Professor's Awakening, 117.
The Schools and the Appropriation—*David McMullen*, 253.
The Spelling Problem, 256.
The Spirit Stays: "The Bonny Face of Lucy Stone," 335.
The Swallow: An Egyptian and a Circassian Tale, 216.
The Teachers' Institute: What a Good Institute Does, etc., 154.
The Training of the Boy: Address to Pittsburg Teachers—*W. F. Oldham*, 425.
The Vanishing State Forest: Work of Forestry Commission, 432.
Thomas Arnold: England's Typical and Greatest Schoolmaster, 141.
Those Deep Words, Grace and Truth: The Physical and Moral Worlds are Full of the Creator's Goodness—*David Swing*, 235.
Thoughts from Huxley, 300.
Tobacco and Color Blindness, 516.
Township High Schools, 89.
Training of the Hand, 134.
Triumph for Women, 68.
Truancy and Irregular Attendance—*S. A. Baer*, 401.
True Standard of Educational Values, 327.
Try, Try Again (Song), 372.
Tyndall's Influence on the Teaching of Natural Science, 422.
Twickenham Ferry (Music), 510.
Two, Too, To, 151.
Uncle Tom's Cabin: Epoch-Making-Book, 205.
Unequal Distribution of State Aid, 390.
University Extension, 39, 148.
University of the State of New York, 352.
Upright Penmanship, 134.
Up the Hills (Music)—*Rossini*, 48.
Urgent Needs of the Schools, 374.
Vaccination in Schools, 447.
Voting for a School Motto, 517.
What is Staff? 23.
What One Girl Did, 116.
What We Know of the Sun, 196.
Where Examinations Fail—*E. E. Hale*, 171.
Where They Read Most: The Homes in the Country, 333.
Who Can Tell?—*Alfred Bayliss*, 335.
Wilkes-Barre Schools, 178.
Wise Decision, a, 256.
Words to be Avoided, 517.
Work: Its Perennial Nobleness and Sacredness—*Thomas Carlyle*, 32.
World's Fairs, 84.
Your Head to the Engine, 481.

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THE GREAT COLUMBIAN EXPOSITION AT CHICAGO.

A POLYGLOT CITY WITH A MUNICIPAL GOVERNMENT.

A LITTLE over two years ago the site of the World's Columbian Fair at Chicago was practically a wild marsh. To-day it contains several hundred buildings, and Director-General Davis estimates the wealth represented by the buildings and exhibits as something like $150,000,000. Fifty nations and thirty-seven colonies are represented. Added to these are the United States Government and the various states and territories of the Union.

Roughly speaking, the grounds contain six hundred acres. They are over a mile long and more than half a mile broad at the widest part. The distance from the middle of Chicago is seven miles. One side of the grounds runs along the great lake and the other side faces hundreds of hotels and stores hurriedly erected at the smallest possible cost. There is a strip of land six hundred feet wide and a mile long, extending from the main grounds eastward, and this is the Midway Plaisance which contains the side-shows and private enterprises. The whole Exposition will be open from an early hour in the morning until ten o'clock at night, and the price of admission is fifty cents.

The Exposition is marked off into three great divisions. At the north end is the Art Palace, surrounded by the separate buildings of the States, Territories and foreign Governments. This is the social department, and millions of dollars will be spent in the entertainment of visitors and in formal banquets. Going southward are to be found three-quarters of a mile of structures, representing manufactures, machinery, electricity, mining, agriculture, horticulture, forestry and minor material interests, with buildings here and there representing woman, music, and the government of the grounds. The third division is the Midway Plaisance, dedicated to Oriental villages, Ferris wheel, balloons, bear pits, glass blowers, panoramas, barbaric theatres, and everything that goes to make up the side-show life of an international exposition. Here alone will the visitor be forced to pay extra. Outside of the Midway Plaisance everything is free after the general admission fee is paid, with the sole exception of the Esquimau Village and the Cave of the Cliff Dwellers.

It was the genius of Frederick L. Olmstead that turned the waters of Lake Michigan into lagoons, ponds, basins and canals, with bridges and terraces to beautify the place. Every main building can be reached by water. There are fifty electric launches and scores of gondolas oared by picturesque Venetians. It costs twenty-five cents a trip on the launches, and the gondolas can be employed at so much an hour.

An intermural elevated electric railway

penetrates to all parts of the grounds, and visitors can make their rounds with great rapidity if they do not care to walk.

Around the great basin is grouped the formal architecture. At one end is the noble peristyle with its Corinthian columns, pierced in the middle by the great Columbian portal, on the top of which is a magnificent group representing a chariot drawn by four horses abreast. Flanking this quadriga are statues representing the States and Territories. The peristyle connects the Music Hall and Casino. where a grand orchestra will storm the gates of heaven with harmony. On either side of the basin are the facades of the Agricultural Building and the Manufactures and Liberal Arts Building. The principal corners of the Electricity Building and Machinery Hall are projected into this grand court of honor.

Between them is the Administration Building, which serves as a vast vestibule. The pomp and splendor of this structure are beyond description. It is in the form of four massive pavilions, united and crowned by a mighty golden dome that flashes 250 feet above the ground. Each of the pavilions is eighty-four feet square, and the dome is 120 feet in diameter. The colossal entrances are rich in sculpture, and the piers of the pavilions are crested with statuary. At every point the eye meets with some striking group. The interior of the dome is lit by an opening of fifty feet, the light disclosing panels enriched with sculpture and vast paintings representing the arts and sciences. Mr. Dodge's great fresco occupies the upper rim of the dome.

This is the seat of government. In the four pavilions are the headquarters of the Director-General, the Foreign Department, and the Department of Publicity and Promotion. Here the purely executive work is carried on, the construction headquarters being in the Service Building. During the construction period Director-General Davis has commanded more than fifteen thousand at a time, and Major Handy, of the Bureau of Publicity, has supplied a list of 70,000 correspondents. From this building messages are going out constantly to the most remote corners of the world.

It must be understood that the Exposition is a city, with a complete government. There are over fifty thousand exhibitors, and two persons for each interest represented would give a fixed population of 100,000. There are well organized and equipped police and fire departments. The Columbian Guard is an independent body of police numbering in the neighborhood of two thousand men, largely made up of ex-soldiers. This body is commanded by Colonel Edmund Price, of the United States Army, and all of its superior officers are detailed from the army. The men are uniformed like soldiers, wear short swords and are under strict military discipline. They present a fine appearance scattered about the grounds. Police and fire stations are placed at strategic points, and the floors of all the buildings are patrolled night and day as a protection against fire.

Standing at the foot of the Administration Building the visitor is thrilled by his surroundings. Beside him, in the main entrance, is St. Gauden's fine statue of Columbus. In front of him is the wonderful McMonies fountain, and on either side of it the big fountains that throw up masses of electric-lighted water in thousands of tints at night. Beyond is the smooth basin which is crowded with gondolas and launches.

Farther on is the huge figure of the Republic rising out of the water on a pedestal with the peristyle as a background. To the left are the towers and recessed pilasters of Machinery Hall, the obelisk, and the small peristyle. The water that flows in front of Machinery Hall divides it from the Agricultural Building, whose florid capitals, masses of statuary and gilded dome, surmounted by Diana, add an indescribable richness to the general effect. On the north side is the grand façade of the largest building in the world, whose thirty acres are devoted to manufactures and liberal arts. The walls of this edifice measure almost a mile, and the stupendous hinged arch spans the main floor at a height of 150 feet. Yet its fluted columns, triumphal arches and vast loggia have converted this architectural leviathan into a thing of beauty.

From the roof of this huge building beams the biggest electric search light ever constructed. It has reflectors six feet in diameter, and gives a light of 194,000,000 candle power. It is asserted by those in charge of this light that people sixty miles away can read by the reflected illumination at night.

Following the canal, which is spanned by graceful bridges on which are life-

sized sculptures of American animals, one skirts the Electricity Building. On the other side of this is the Mining Building, and still beyond is the monstrous Transportation Building, the decoration of which alternately suggests a kaleidoscope and the band-wagon of a circus.

Leaving out the State buildings there are only three conspicuous blotches on the beauty of the Exposition as a whole. They are the Transportation Building, the Illinois Building, and the United States Government Building.

A remarkable thing about the Exposition is the number of interests that have been given separate representation. The Woman's Building is an instance of this. Education is illustrated in a thousand forms. Almost every Government has turned its educational department loose, and the result is a wilderness of charts, models, books and statistics, that, in a measure, confuses and overwhelms the average spectator.

Provision has been made for the transportation of sixty thousand persons an hour to and from the grounds. The elevated railway, the Illinois Central Railway, the ordinary street cars and a fleet of steamboats, have been organized into a complete system. Passengers who travel by water are landed at the portal of the great water court, while all the railways terminate in a beautiful building on the grounds.

On the steamboat pier are moving sidewalks. The outer sidewalk moves at a rate of three miles an hour, so that passengers can step upon it while it is in motion. They can then step to an inner sidewalk which has a speed of three miles faster, so that they are carried along the pier at the rate of six miles an hour and can get on or off at will without inconvenience.

Close by is a fine harbor for visiting yachts, and it is known that there will be a fine attendance of yachtsmen from all parts of the country and from Europe.

Lines of coaches will be run to and from the Exposition, and this fine out-door sport will be revived in royal fashion.

Fifty thousand people can be fed.

And the mothers, too, have been provided for. There is a building where babies can be checked just like a hat or coat or umbrella. The charge is moderate and the nurses are good.

Aside from the cost of the great buildings the following are among the sums which have been spent in preparation of the Exposition grounds: Grading and filling, $450,000; landscape gardening, $323,500; viaduct and bridges, $125,000; piers, $70,000; waterway improvements, $225,000; railways, $500,000; steam plant, $800,000; electric lighting, $1,500,000; statuary, $1,000,000; vases, lamps, etc., $50,000; lake front adornment, $200,000; water supply and sewerage, $600,000; other expenses, $1,000,000. Total, $5,943,500. The total expense of organization, administration and operation of the exposition is estimated at $5,000,000. This takes no account of the sum spent by the Government, the States, or foreign nations.

One hundred and twenty car-loads of glass, enough to cover twenty-nine acres, were used in the roofs of the various Exposition structures. More than forty-one car loads, or eleven acres, were required by the great Manufactures Building alone.

A thing that will impress itself upon the thoughtful observer is the fact that every branch of science and industry has been split up into minor departments. This is the age of the specialist. Each separate thread is taken by an independent division of workers and followed out minutely. Visitors to the Exposition will be confused until they recognize this fact. Agriculture, horticulture and forestry are apart. Electricity, mining, steam machinery and artillery engineering are divorced from each other. The artist and the merchant are no longer under one roof.

This impressive lesson is, of course, only to be learned in the departments of the greater nations. The old style still holds with the Japanese, the East Indians, the South Americans and the South Sea Islanders.

And after the student has spent weeks in the various buildings, he can sit down in the open air and watch the world pass before him—Turks and Russians, Greeks and Bulgarians, Japs, Esquimaux, Indians, Britons, Frenchmen, Spaniards, Italians, Dutchmen, Switzers, Peruvians, Chileans, Brazilians, Moors, Swedes, Danes, Cingalese and the people of all lands, come to honor the memory of a man who built his fame on faith and courage. For a mile around him will be palaces, flower gardens and the wealth of civilized man in its highest form challenging criticism. Here Saint-Saens and the Garde Republicain Band will pour out harmony;

there the wand of a great leader will wave over an army of violins. Great chorals will swell from the lips of innumerable singers.

A hundred thousand armed and uniformed soldiers will be massed in Chicago this summer. This great camp of American warriors will be in August. Militia organizations from every State in the Union will be present, besides a large representation of troops from the regular army. To these must be added military companies and perhaps regiments from foreign countries. The military display will be one of the grandest ever seen in this country.

HORTICULTURAL DISPLAY.

Two years ago Jackson Park, Chicago, was a sandy waste, with a few puddles of water which the waves of Lake Michigan had washed over the beach into the hollows. There was one little hillock near the centre of the plot, covered by a growth of shaggy oaks.

When the World's Fair landscape gardeners took hold of the park to put it in shape for the reception of the buildings, they deepened the hollows, made silvery lagoons of the mud-puddles, and an island fringed with rushes of the wooded knoll. Walks, roads and avenues of trees followed, and the lake was hemmed in by a stone embankment, along which there is a magnificent promenade.

The islands are fringed with shrubbery and great stretches of wild flowers growing in colonies, as they do on the prairies and borders of woodlands and in marshes all through Northern Illinois. Semi-aquatic plants troop down to the brink; tall reeds and other water-plants rise from the lagoon itself, and on its quiet surface lily leaves float dreamily, while the low outlying isles are tinged a living green by the sedgy things that creep to the water's edge.

There have been planted on the islands and in the other parts of the grounds 12,618 trees, 50,644 shrubs, 151,394 hardy perennial, herbaceous, and miscellaneous plants, 136,678 aquatic and semi-aquatic plants, 3,300 ferns, 8,582 vines, climbers, and ornamental grasses; 60,000 willow cuttings, 114,920 bulbs and similar plants, and a great collection of native plants, which were used by the car-loads. The trees used were principally willows, poplars, water-maples, cherries, elms, and lindens. The shrubbery consists of various kinds of low-growing willows, cornuses, spiræas, loniceras, lilacs, snowballs and barberries. These form the basis of the groups, but to give variety and test their adaptability to the climate many rare shrubs were added.

The inner, higher part of the wooded island, reserved for the use of the Floricultural Department, was laid out in lawns, flower beds and a rose garden, while the extreme north end space was set apart for the Japanese temple and garden, which are to remain as a permanent reminder of the patience, ingenuity, gentleness, good-will, and love of beauty of that nation of artists. The flower exhibits on the island will form a long and charming procession. The wooded island is about sixteen acres in extent, ten of which are devoted to the plantations of trees, shrubs and native plants already described. Through the middle is the long sweep of lawns and flower garden, about six acres in all. At the south end of this space will be shown for the first time in the West, it is believed, a combination of plants and style of grouping that is seen on large places in the East, notably on the grounds of the Newport home of the late Miss Catharine Lorillard Wolfe, consisting of azaleas and rhododendrons, and in the partial shade of these shrubs great clumps of lilies in many varieties will be planted. The bulbs and shrubs bloom at different seasons, and thus the arrangement affords double pleasure.

Over the lawns north from this fine exhibit will be seen a green and flowery wall, the first hint of the rose garden—the glory of the island. This is a plot of one and one-quarter acres, oblong in shape, and it will be inclosed by a wire fence supported by posts nine feet high set at intervals of eight feet. Between the posts the wire netting droops in curves, the lowest point of each curve being six feet above the ground. The fence will be lined with climbing roses and draped on the outside with many kinds of light-growing creepers. The gracefully-shaped vine-covered, flower-starred wall will be in itself a thing of beauty. Access to the interior will be at four points only—in the middle of each side and at the middle of each end—so the garden will possess the first requisite of a garden—seclusion. It will also possess the second—flowers.

In addition to the floral displays on

the island, Chief Thorpe has arranged for exhibits of flowers in the Horticultural Building, which will extend throughout the months of the fair, varying from time to time as the season advances.

A DREAM CITY.

THE title, "A Dream City," is that under which Mrs. Candace Wheeler, president of Associated Artists of New York, and director of decoration in the Woman's Building, at the Exposition, contributes to the May number of *Harper's Magazine* a paper on the buildings of the World's Fair and their surroundings. Mrs. Wheeler is thoroughly familiar with her subject, and her description, which is from a stand-point new to periodical literature, is one of the most vivid and entertaining yet published. "A Dream City" is illustrated with fifteen engravings. We take the following pages from the article:

The fair! The fair! Never had the name such significance before. Fairest of all the world's present sights it is. A city of palaces set in spaces of emerald, reflected in shining lengths of water which stretch in undulating lines under flat arches of marble bridges, and along banks planted with consummate skill.

Unlike any city which ever existed in substance, this one has been built all at once, by one impulse, at one period, at one stage of knowledge and arts, by men almost equally prominent and equally developed in power. The differences in their results are indications of individuality alone, and not of periods, circumstances, and influences.

No gradual growth of idea is to be traced, no budding of new thought upon a formulated scheme. The whole thing seems to have sprung into being fully conceived and perfectly planned, without progressive development or widening of scope.

For the building of this city the privileged few have been called. It has been said to them, practically: Bring together all your dreams of beautiful architecture; remember the best work of the races who have lived and built before our time; recall all that has been dedicated to religion, or devoted to luxury, or given to national use,—and from them all devise something of to-day which shall take its place in all men's minds as a symbol of the power of to-day to imagine and construct. Let it represent the present as well as recall the past; make it shadow forth the highest tendencies as well as the practical uses of the present. You may have labor and material in limitless quantities, and the best skill of the world is at your disposal. If any man of American blood has special gifts, call him to you and command his power. Painters and sculptors and creators of beauty in landscape shall collaborate with you, and according as you express the ideal of a nation nobly you shall be honored and praised.

And so the result stands to-day, under a blue or a cloudy sky, beside a lake which smiles one moment and rages the next, a vision and foretaste of how the world will one day build in earnest.

Some one, considering only the celerity with which this fairy spectacle was created, has called it *a sketch;* but it is not even that, for a sketch has at least a chance of preservation. It is a dream which will vanish when the purpose which called it into being is fulfilled. It is foredoomed to evanishment. The wood and the iron upon which it was shaped, even the creamy-white staff which covers all the skeletons of the palace-like structures, and gives them such a look of travertine as takes one back to Roman walls and streets, are already sold to the highest bidder; and when the Fair is over, these imposing temples will come, one by one, to the ground, and their materials go into other uses, more in keeping with every-day mortal habitudes than these.

At first this thought runs like a wail through all the delight of seeing; but gradually, very gradually, one falls into a mood almost of self-gratulation that the world has been vouchsafed one perfect vision which will never suffer from decay, but remain like a translated city, all its premeditated and accidental beauty preserved in the translucent amber of thought and memory.

I can imagine, too, that its impermanence is one of its charms. If it were to remain, one might gradually find flaws in its beauty; things which are least beautiful would grow more insistent, and the things which are most beautiful might become a matter of course, and so less and less an excitement to the senses, till as time went on, and one had learned to discriminate between good and best, he

might grow critical or hypercritical enough to cease to enjoy the past-time miracle or to feel enthusiastic for its continual existence.

In spite of the first impression of ethereal and pervading beauty, after a few days of indulgence in unmixed and enthusiastic admiration, buildings begin to advance and recede in order of preference, and perhaps of excellence, in one's mind. Certain of them are capable of arousing enthusiasm day succeeding day, while others become a secret subject of sinful criticism.

At first it seems sacrilege to suffer this. The earliest detrimental thought which comes creeping into the mind regarding one of these shining architectural wonders is like an evil thing lifting its head against a consecrated one. The impression of the whole shames it.

The impression of the whole is not due alone to architecture, or to landscape-gardening, or to decorative painting, or to sculptural adornment, although these arts are carried so far and with such success. It owes its last and crowning charm to color and reflection.

The doubling of beauty gained by water reflection could hardly have been taken into account in the first inception of the plan, unless, indeed, from the landscape-gardener's point of view, but it was a more than fortunate adjunct, and its effect upon the general glamour is beyond calculation. The constant repetition of beautiful forms of architecture, starting in immaculate and ivory whiteness from the green strip of lawn on which the structures so lightly stand, to the highest point of crowned cornice; or of aerial domes of gold or crystal, flashing facets of color against the sky; or of waving flags and gonfalons, softened in outline, varied in color, and crimped by ripples from moving launches and gondolas:—this, seen under a sunset sky, filled with bits of winged and floating cloud, is enough to overfill the heart of the most prosaic of mortals, or to delight stray spirits of air.

Much has been written, and well written, of the architecture of the fair buildings. It is thoroughly understood that, as a whole, the buildings are beautiful beyond all precedent or expectation, but there are certain of them around which all regards cluster, and concerning which all opinions coincide. Architects, painters, and sculptors have singled out the Art Building as one which is the crown and jewel of the whole; and, indeed, I think a layman, a totally unthinking and uneducated one, if shut up in a landscape with the frontage of the Art Building, would become possessed with its charm—would be conscious of the fact that that particular vision had reached perfection of line and absolute beauty of proportion. It is useless to say that it was designed or built by such or such a man. It was the angel or archangel who possessed him when that particular vision came who designed it. Perhaps some freed spiritual intelligence who had had experience in the building of the New Jerusalem became conscious of a possible improvement, and longing to verify it, came down for a brief period to join the band of builders and distinguish his share of work in the Dream City. To see this miracle of harmonious form at sunset, with all its lovely length shining down the lagoon, is easily to believe in its heavenly origin.

But the most peaceably human of all the buildings is the Woman's Building. It is like a man's ideal of woman—delicate, dignified, pure, and fair to look upon. It has made no bid for popular admiration, and seems an effort only to reach a permitted and sanctioned ideal. There is a feeling of indescribable rest and satisfaction in coming to it day by day, and I have a fancy that if all these buildings should sing together at midnight, this building would lift a pure soprano note like a flute, the voice of the Art Building would be a thrilling tenor, and mighty trumpets and beats of drum would accompany them from all the others.

"The Woman's Building is one of the *good* buildings," said one who knows; and *good* in this city of beauty means beautiful. That is what it is in truth; one of the most satisfactorily beautiful of them all.

The building was a gift to the Woman's Commission from the General Administration, as an acknowledgment of the help expected from women. Its design was the first independent work of a clever woman architect, Miss Hayden, who answered, from the scholarly city of Boston, the call for a woman who could design an important national building. The best characterization of it I have heard was from a chance woman visitor, who, after prolonged and critical study, declared, "It is not too much of any-

SANTA CLARA COUNT
TEACHERS' LIBR.

thing; it is just enough;" and that characterization holds good after much familiarity. One feels like emphasizing the dictum, "It is just enough." It is especially true of the ornamentation. The long classic-looking front, with its pillars and arches, is surmounted by a richly modelled pediment, but except for that and the bands of ornament which divide the stories and outline the arches, it is quite simple and plain of surface.

There are eight winged groups at the angles of the roof balustrade, representing certain virtues which are supposed to be peculiarly feminine. The sculpture, in its choice of symbolism, follows the lead of thought which dominated the building; that is, it is essentially feminine, and appears consciously to avoid anything bold or even insistent in style. The sculptor was Miss Rideout, of San Francisco; and the architect and sculptor, having the breadth of the country between them, have yet joined hands in making a building which perhaps expresses the "just enough" and "not too much" of woman's aspirations in this aspiring century.

But while sculpture and painting have contributed so much to the ideal beauty of the fair, it could not afford to lack the crown of color and glory which has been offered by the landscape art.

Everywhere are stretches of greenest lawn, so close and full as to seem like a painted foreground of a picture. Pansy beds lie along the sides of some of the white palaces, an eternity of seedlings showing first buds or first blossoms as a foretaste of the carpets of velvet bloom they are preparing to spread for the eyes of the coming world. All that is done looks as if it had grown forever on that one same spot, and is being tended and cared for because of its happy effectiveness in that position, and not at all as if it had been thought out as part of a scheme; and all that is being done in the way of transplantation or creation is with such exquisite naturalness of thought that it may stand as absolutely the work of nature. One only knows that the lakes and lagoons and islands grow their own kind—wear their own hair, as it were.

No long-leaved rhododendron or Japanese hydrangea reflects its color in the winding lagoon, but a constant succession of bloom which belongs just here does its best to be beautiful, and easily succeeds. When the blue lake water rushed in to take the bed prepared for it, it found that a delicate attention to its likings had fringed the borders with the heavenly blue of the arrow-head, the scarlet of the lobelia, and the dwarf sunflower and yellow sunbeam so dear to its watery heart. Nothing had been neglected to make it at home. What wonder, then, that it lies so placidly and contentedly in its bed, reflecting heaven and earth with thankful beauty! Enough to say in praise of all this wonderful and successful planting is that the law of appropriateness, which underlies all art, seems never once to have been violated. It has never entered into the heads of the blue-winged water birds which haunt the shores of the lagoon and islands to doubt the spontaneity of the water-plants, or their free selection of habitat, or that of any one of their floral friends who are growing here. He who planned and planted all this beauty knew by nature and by instinct the law which governs every green thing, and could compel its highest grace. He foresaw every charm of leaf and flower, of shadow and reflection, and placed each plant where its highest possibility of beauty was inevitable. If ever man whose breath of life has all too quickly ceased lives in his work, how truly this one still lives in every leaf which here keeps time to pulses in the air, and in every plant which thrills responsive to the sun! Here, as in the hearts of the friends and fellow-artists who talk of his work with loving enthusiasm, he surely and vitally lives.

But not landscape art alone has worked its magic in the grounds of the great fair. Gardening and floriculture have also played a potent part. Around the palaces, and along the great basin, with its marble margins and royal flights of steps, where arches and colonnades and fountains lift themselves, and statues stand in royal groups, turf cultivated to superfineness is everywhere. No English lawn of a hundred years of cultivation ever spread a finer, closer, evener web than these strips of greenness. The closely shaven blades of grass are like the hair on the back of a well-clipped colt for fineness, thanks to the prairie loam which underlies them, and to the constant rain of the sprinkler which the great reservoir of fresh lake water makes possible.

One of the large islands made by the mould lifted from the lagoon beds is devoted to a rose garden. Thousands and thousands of varieties will blossom there

in their season, many of them having been planted more than a year ago, that they might become fully accustomed to their surroundings. They were sent by European gardeners as exhibits, and have been more than a year in the care of the department of floriculture.

The advantages of the departments of landscape-gardening and floriculture as to materials for soil and growth are enormous. To have the deposits of thousands of years to draw upon in the black soil of the prairies, so that one of the little trains which minister to all the necessities of the park need only go out for a few miles along the lake shore and dig and bring in food for millions of plants, and to have all the blue lake water at hand wherewith to slake their thirsty bodies, are among the unconsidered advantages which will tend to the success of this great enterprise. To be able to cover the débris which litters the ground, and the sand which has been ploughed and powdered by thousands of feet since the building began, to cover it so deeply with a fertile deposit that the grass roots will never find it, and then spread the surface with a green carpet which accepts its place with joy, is certainly no small advantage.

There were few trees in Jackson Park before it was chosen for the place of the fair, but there can be no want of trees where architectural features are so abundant and turf and water omnipresent. A few clumps of white-leaved swamp-willows, which would be almost unnoticeable elsewhere, make quite a feature of themselves at one end of the long island which is a rose garden, and half hidden among the branches and reeds at the other end of it is a little log cabin known as The Hunter's Camp. It is just a little one-roomed cabin with a stick and mud chimney, but the sticks and mud hide a carefully built cone of brick, which makes roaring fires a safe possibility. The cabin is filled with hunters' weapons and traps, and lined with skins which seem by right to belong to the bears and catamounts and mountain-lions which do their part of the great fair on the two bridges. It serves also to remind one that within the memory of a living generation hunting and trapping were sufficient and serious occupations for men whose lives were as like that of the Indian tribes as stationary could be like migratory ones.

During the months when the decoration of the building was in progress, this particular camp was a place where the painters and sculptors of the ideal city gathered at night to sit in the firelight, while pipes and cigars sent their curling incense to mingle with the smoke of the wood. It is needless to say how keen an enjoyment they found in the unwonted association of artistic labor. Each one being at work through the day in some improvised studio, or in the domes and vestibules which they were enriching, they gathered at night to discuss not only the relation of each other's work to the whole grand plan, but to consider principles and traditions of decoration, and to try them as applicable to the conditions obtaining in the ideal city. They exchanged opinions or theories, and gave each other the benefit of any little discovery of manipulation which made the difficult surface of the plaster more amenable to the application of pigments. The "master-painters" and the sculptors and the builders were a pleasant crowd in a pleasant place. Outside, the little steam-launch which brought them lay bobbing and lapping upon the water of the lagoon. The moonlight on moon nights rained white beams over all the city, the palaces shone with a still radiance, and the groups of statues seemed to beckon each other from cornice to cornice. In the darks and yellow lights of the cabin's interior the men who were all the day mounted on ladders and scaffolds painting the interiors of the eight domes of the Liberal Arts Building took their innings of ease and friendly companionship—Blashfield, Beckwith, Weir, Reinhart, Reid, Cox, Shirlaw, and Simmons; Maynard, who painted the corridors of the Agricultural Building; Turner, who had and has a hand in everything; Melchers and McEwen, who were called from Paris to join this band of painters; the sculptors French, Martiny, Taft, and Macmonnies; and in the centre, the very hub of the company, Millet, the man who brought all these makers of beauty together, and gave to each his opportunity and his task. To a few of the men opportunity came speedily, before long waiting for lagging recognition of talent flattened the bead on the cup of life; but most of them have earned this pleasant opportunity of painting for the world twice over, and are perhaps all the more able and all the more placid in their acceptance of it for that. They recognize the fact that hand-in-hand work of the arts has begun in this country, and that hereafter no great effort of archi-

tecture will be considered complete without the companionship of sculpture and painting.

It is a tribute both to the East and the West that these men are most of them Eastern men: first to the skill of the men, and next to the breadth of the administration in calling in from everywhere those who could do the most and best for the great work in hand.

The pageant of Columbus day, when the world first realized the magnitude of the Columbian Fair, is a thing of the past, but one who saw the sudden cessation of building activity, and the sudden whirlwind or cyclone of preparation which took its place, could not forget it. Forty acres of scrubbing had to be done on the floor of the great Liberal Arts Building; ninety thousand seats had to be prepared; carriages and horses and banners and music had to be forthcoming, and coffee and salads for the various and important dignitaries who graced the show. Chicago did this, as she does all practical things, with wonderful ability, generosity, and absolute success. The day came, a shining October day, a day made for banners and trumpets, for pæans and congratulatory orations. Governors of States, officers of all the complicated and successful organization of the Columbian Exposition, commissioners from all the governments in the world, were here, many clad in wonderful and shining raiment —raiment which in democratic America is so seldom seen that it is positively exhilarating—the scarlets and violets of the army and the church, the "precious blue" of Japanese officials, the white and blue and green and gold of Austria and Italy, the national and State commissioners, both men and women, gathered to the sound, to the ringing waves of a chorus of a thousand voices, and came into the sight of ninety thousand faces. And then, on the moment, something happened which was bewildering. Ninety thousand people suddenly rose and stood upon their feet and simultaneously waved and fluttered ninety thousand snowy pocket-handkerchiefs; the air was cut into dusty spirals, which vibrated to the great iron-ribbed ceiling. It was a commotion of such proportions that it seemed like some action of the elements—like a flurry of great snowflakes in an unexpected October storm, which in a second wipes out a whole landscape. One had a sense of dizziness, as if the entire building rocked.

After this sensation came the music and the speeches, and the presentation of buildings, and of medals to master painters, and of all the things arranged for the great function; and finally it was over, and the great crowd disintegrated and melted away, each individual particle to its own place, and nothing was left of all the pageant, to even the most prominent and important partaker, but a gratified remembrance. Nothing concrete and positive save the medals in the pockets of the master painters. And the sun went down that day upon the unearthly beauty of the place which was the scene of the triumphant spectacle, and left it covered with the glory of a successful endeavor.

All this will be repeated in a certain way in the coming pageant on the 1st of May, and will honor a more fulfilled completeness, but it can hardly eclipse the glory of that one October day, when the wonder was new and young, and the hearts of men were less accustomed to the pride of achievement. Then or now, no words can express the beauty of the Dream City, for it is beyond even the unearthly glamour of a dream.—*Candace Wheeler, in Harper's Magazine for May.*

GO TO THE WORLD'S FAIR.

GO to the World's Fair, if possible. It is the greatest opportunity one has ever had to see the whole civilized world represented by the best, and the best only, of its products of soil and mines, the manufactures and the institutions of all kinds. It is an opportunity such as no person is likely to enjoy again, and if, perchance, one should be privileged to see its equal, it would be of the greatest importance that he had seen the Columbian Exhibition by way of comparison.

You can go anywhere else, see anything else, study everything else some other year, but it is *now or never* with the Columbian Exposition. You cannot get a fifth part as much by the expenditure of five times as much in any other way this year, or in any way, at any cost, in any other year.

There are to be inconveniences, wet days, hot days, crowded trains, possibly; but what of those! Did you never have inconveniences in travel before? Would you give up your memories of Bar Harbor, the White Mountains, Newport, Saratoga, Washington, Toronto, Minne-

apolis, the Rockies, or California, because of inconveniences? You are to be pitied if you would. You could not see, enjoy, or learn a tenth part as much without ten times the inconvenience in any other way. Have you never taught your pupils that there is no royal road to learning?

Make all your arrangements before you leave home. Take no chances of "getting in" after you get to Chicago. Go nowhere without the most definite lodging arrangements. Do not expect a dollar-and-a-half room for one dollar. Be sure that there is a restaurant in the building, and insist upon knowing the price of roast beef, fish balls, or some similar dish, pies, and coffee. You will then be able to judge of the general run of prices. You can eat on the grounds at the same rate as at any second-class hotel café in any city. Order nothing, buy nothing, until you know the price and see the quality.

You can easily live comfortably for a week for $16. You can get along very well for $12. Car fares, admissions, etc., mean $5 more, so that the bare necessities while there must be from $17 to $25 a week.

A week is a very comfortable allowance. The more the better; but it will pay to go for a week. It is safe to add to the round-trip car fare—long price—a third for sleeper and meals. Two good meals a day are enough in traveling. One good square dinner is indispensable. If the round-trip car-fare—long price—is $40, it will cost $75—less whatever reduction in rate is given. This means a full seven days there, and all the time consumed in travel extra. All that you allow beyond the $75 means an approach to luxury.

Fares will in all probability be reduced.

Spend extra money in extra days or extra personal comforts, rather than in purchases. The temptation will be to buy souvenirs or remembrances for your friends. *Don't.* You can do that some year when there is no Columbian Exposition from which to learn so much.

"It is better to rest." Well, if you are liable to absolutely break down, yes, for there is no compensation for ruined health; but do not defraud yourself by using that as an excuse.

Give no time to Chicago outside the grounds. Give a full half day to the grounds outside the buildings. Be sure that you see everything out of doors in Jackson Park and the Midway Plaisance. Enjoy the walks, the water, the bridges, the trees, the shrubs, the flowers, the fountains, the out-of-door statuary, and the architecture. Give another half-day to the Central Boulevard and the foreign streets, booths, etc.

Give two long half-days to the educational exhibits and other things on that floor. That is time enough, but none too much. Do this work faithfully. On general principles—all these suggestions will be varied by individual tastes and needs—the following is a fair use of the remaining eight half days: 1. Your state building and the next most interesting state building to you. 2. Horticulture, Agriculture, and Fishing. 3. Electricity and Mining. 4. Manufactures and Machinery. 5. Fine Arts and the Woman's Building. 6. Live Stock and Railroads. 7. Government and Special Exhibits of other nations. 8. Concentrate your energies upon what you have discovered that you most wish to see and that you have not seen. Make for yourself some such plan as this, and *live up to it.* If you want more time anywhere, *wait until you have seen* what you have planned to see, and save the time from other things for it. There is no better discipline than in doing precisely what you have planned to do. It is a great weakness to be swerved by the fascination of the first things or by companions at such a time. Of course this programme is merely suggestive. Make a better one for yourself, but make one, and see something of all these things.

Unless absolutely necessary, never have more than one companion. Do very little talking. Indulge in no exclamations. The occasion should be urgent for you to call the attention of your companion away from what she is seeing by herself. Have a distinct understanding with your companion where you are to spend the half day and where you will meet at its close, and do not try to keep step meanwhile.

If possible, arrive in Chicago Wednesday morning, so as to have Sunday in the midst of your week. *Rest absolutely* on that day. You may not need the rest by that time, but you will have needed it by the next Wednesday.—*A. E. Winship, Editor N. E. Educational Journal.*

THE electric light power at the Columbian Exposition at Chicago is ten times as great as at the famous Paris Exposition in 1889, and three times as great as that for the entire city of Chicago.

GRAND OPENING CEREMONY.

THE greatest of World's Fairs is a fact. The energy, the genius, and the untiring industry that have combined to create this stupendous result may be trusted to complete the work that remains to be done in briefer time than would seem possible to the casual observer unfamiliar with the wonder-working of the months gone by. Meantime the Fair is open and the whole nation has reason to be proud of the achievement.

The programme of the opening exercises was admirably conceived and perfectly carried out. It was brief, simple, dignified, picturesque, and at once solemnly and jubilantly impressive. The exercises began with a musical selection by the grand orchestra. Rev. W. H. Milburn, the blind chaplain of the United States congress, offered prayer. Miss Couthout recited a poem, which was followed by music from the orchestra. President Palmer of the National Commission announced the completion of the buildings and their acceptance from the officers of the Exposition. Director General Davis then delivered a short address. President Cleveland made a brief and appropriate speech. On the table close to his left hand was the button, the pressure upon which was to start the machinery and make the opening of the Exposition an accomplished fact. It was an ordinary form of Victor telegraph key, like that in use in most telegraph offices, except that it was of gold instead of steel, and a button of ivory instead of rubber. It rested upon a pedestal upholstered in navy blue and golden yellow plush, and on the sides of the lower tier, in silver letters were the significant dates, "1492" and "1893."

As the last words fell from his lips he pressed his finger upon the button. This was the signal for the demonstration, in fact difficult of imagination and infinitely more so of description. At one and the same instant the audience burst into cheers, the orchestra pealed forth the strains of "The Hallelujah," the wheels of the great Allis engine in Machinery Hall began to revolve, the electric fountains in the lagoon threw their torrents towards the sky, a flood of water gushed from the McMonnies fountain and rolled back again into the basin, the thunder of artillery came from the vessels in the Lake, the chimes in Manufacturers' Hall and on the German building rang out a merry peal, and overhead the flags at the tops of poles in front of the platform fell apart and revealed two gilded models of the ships in which Columbus first sailed to American shores. At the same moment, also, hundreds of flags of all nations and all colors were unfurled within sight of the platform. The largest was a great "Old Glory," which fell into graceful folds from the top of the centre staff in front of the stand. The roof of the Manufacturers' building was gorgeous in red gonfalons, while the Agricultural building was dressed in ensigns of orange and white. It was a wonderful scene of transformation, and amid it all cannon continued to thunder and the crowd to cheer. It was fully ten minutes before the demonstration subsided. Then the band played "America," and the exercises were ended. The Columbian Exposition was open to the nations of the world.

When the President touched the button which set the machinery in motion, started the play of the fountains, and unfurled these thousands of flags and banners in an instant, his act illustrated in most impressive fashion the progress which the Fair is held to celebrate. It illustrated, as scarcely anything else could do this, the marvelous way in which the genius of man has tamed the forces of nature to his uses. It impressed the mind with the stupendous powers that man has taken to himself through science and patient labor. A simple touch of the finger called into instant activity a force rivaling that of the tempest and the earthquake, but harnessed to man's uses and so completely under control that it may be set to thread a needle or to reduce granite hills to dust with equal ease.

For the simplicity, the dignity, and the impressiveness of the opening ceremonies we have to thank those whose tireless industry has created the Fair in an incredibly brief time and made it worthy the greatness of the Great Republic. It is by no means the least of their triumphs that they managed this ceremony well.

The Columbian Exposition is a truly and broadly national enterprise. The whole country has contributed to its creation, and the progress it illustrates is that of the entire Republic. But it is to the men of Chicago chiefly we owe the glory of the achievement. Their energy, skill, foresight, and labor have done the creative work. They have utilized talent,

organized enthusiasm, combined and coordinated the forces at command, and made productive the means which the country has furnished. And they have done it all with matchless ability and judgment. The dream city they have called into being for the uses of the Fair has cost something more precious than money. It has cost taste, genius and inspiration, and these are the gifts of Chicago. The country acknowledges its debt and pays it with unstinted admiration.—*New York World.*

MIDWAY PLAISANCE.

THE Midway Plaisance is a tract nearly a mile long and six hundred feet wide. It is a sort of international congress of life as seen in many climes. Should the visitor long to see the unusual and the picturesque, let him enter Jackson Park at the western entrance of the Midway on Cottage Grove avenue. Then the Fair proper is directly confronting him, and he has only to pass down an avenue replete with interest on all sides to find himself in the very centre of the Exposition.

Many days, even weeks, might be spent here. It is the place where the Exposition bondholders hope to reimburse themselves; and here the pilgrim thirsting for sight-seeing will be inclined to spend money freely. Here are acres of characteristic shops in which the oddest of odd things may be appreciated or secured. Streets of Cairo and Tunis, a Moorish palace, sections of Constantinople and Algiers, and Polynesian villages, provide adequate pictures of unfamiliar life, where barbaric jewelry, embroideries and all manner of curiosities are made and sold by natives. This section of the Exposition is brilliant with its gilded domes, multicolored flags, awnings and hangings, its rare rugs and precious metal fabrics; but no national pride has led to its enticing beauty. Here also are the cycloramas of Switzerland and several cities, as well as a realistic spectacle representing a descent into the burning crater of a volcano.

If you are thirsty, the first building reached on the eastern journey—Jackson Park lies due east from the entrance of the Midway Plaisance—is the Hungarian café. There Hungarian dishes and wines are served, while the visitor is entertained by a Hungarian band. A little farther along is the captive balloon, from which at an altitude of 2,000 feet a complete view of the fair and surrounding country may be outlined. Next to be seen is the Chinese village and theatre, in which one may absorb a part of a genuine Chinese play. To sit out the entire performance would require a long time, so after an installment of, say two hours, the visitor will be glad to pass to the Algerian and Tunisian village. There one may obtain a correct idea of the customs and life of the Moors and natives of Northern Africa, besides seeing some splendid specimens of Moorish architecture and decorations, such as are observed in the Spanish province of Granada and along the African coast of the Mediterranean Sea.

If the captive balloon has no attractions, the more timid can take a ride in the Ferris wheel, which is just opposite the Algerian village. It will take you 264 feet in mid-air, and in the twenty minutes it takes for the wheel to revolve a fine view may be had of the surrounding country. The axle of the wheel alone weighs sixty tons. It is the largest single piece of steel ever cast, and rests on opposite towers 130 feet high. Then there is the panorama of the volcano of Kilauea. This is a representation of the famous volcano of one of the Hawaiian islands. The visitor is taken upon an island in the centre of the volcano's crater, and views the scenery of lava and mountains which form the panorama. There are a village of Dahomey, and several villages of American Indians to be seen, and also an ice toboggan slide and an ice palace. These attractions will, it is said, be kept up during the hottest summer days.

After passing the Ferris wheel, the next greatest sight is the street in Cairo. This is an accurate representation of a section of the Khedive's domain, and contains 300 natives from Egypt, who daily perform their ceremonies, and go through with the usual scenes which make Egyptian life complete. Magicians, donkey boys, donkeys, dancers, priests and performers make the picture realistic, and the architecture of the temple and buildings aids in deluding the visitor into thinking he is in the land of the Pharoahs. Adjoining the street in Cairo is the Persian bazaar, where articles from the Shah's province may be bartered for. Across the road is the Moorish palace, and farther down the Plaisance is the Turkish village and Mosque. There the

brightest rugs of the Orient are displayed, attar of roses is for sale, a genuine Ottomon theatre is in full blast, and the services of Mahommedan worship continued all day.

Directly opposite is the Austrian village, and next to the Turkish theatre is the panorama of the Bernese Alps, in which Mont Blanc makes quite a figure. Next to that is the natatorium, the largest ever built, where one can be a duck if agreeable, and if the bather is hungry from his bath the Vienna café is next to the natatorium to provide refreshments. Over the way is the Javanese and South Sea Islands village, which is put down on the maps of the "Dutch Settlement." There the natives may be seen in their aboriginal glory. Snake charmers and jugglers from the palace of the sultan of Johore are also in the list of attractions. The architecture of the village, being entirely of bamboo and rushes, invites close attention, and, in all, the village is one of the most unique congregations of the White City.

Following the Javanese is the Japanese bazaar, where articles made in that far-away kingdom may be bought; and across the street is the French cider press, where Normandy peasant girls in strikingly brilliant costumes and quaint headdresses will serve fresh and "hard" apple juice as suits the taste. After that Carl Hagenbach's animals come in for attention. He has six African lions in an iron-barred cage over the lintel of his entrance door. They are precursors of the sight within, and form a living zoölogical picture once seen never to be forgotten. Inside all sorts of animals do all sorts of tricks in a big iron cage. Horses, tigers, bloodhounds, leopards and elephants sit upon their stools and behave as commanded. Opposite the Zoo is an Irish village, where the industries of County Donegal are displayed. Next to that is the Libby glass works, and opposite it is the Venetian glass blowers' headquarters.

The Natatorium is a large swimming-pool inclosed within a building two hundred and fifty by one hundred and ninety feet, where one may take a real "swim" in water of agreeable temperature, and afterwards refresh himself at a café beneath the same roof. Boys who go to the Fair will find this natatorium a very attractive addition to the "features."

The Sliding Railway extends along the entire south side of the Plaisance. It is not an inclined plane, as its name might suggest, but resembles an ordinary elevated railroad. Here, by purchase of a ticket, one may ride at rapid speed. The motive power is water under high pressure. The cars have no wheels, but are provided with shoes which fit closely to rails about eight inches wide. Connected with each shoe is a pipe through which water at a pressure of one hundred and fifty pounds to the square inch is forced out betwixt the surface of the rail and the shoe, thus continuously lifting the shoe on a film of water about a sixteenth of an inch in thickness. Joined with every second car of the train there is a turbine motor, driven by water from the same large pipe, which extends beneath the track. The motors impel the train, which glides onward very easily and smoothly, since it literally rests on the water film between rail and car shoe.

DESCRIPTIVE HUMOROUS SKETCH.

From a humorous sketch of the Midway in gay attire on opening day, and how the barbarians and others saluted the President, we take the following:

Midway Plaisance was the fuse. Jackson park with its domes and flapping pennants was the bomb. It was after 10 o'clock when the five Columbian guards at the Cottage Grove entrance drew back and permitted the presidential party to enter the street. The fuse began to burn the instant the mounted escort left the avenue and started on its march to the park. Its flame grew fiercer as the carriage of the President rolled slowly over the muddy roadway leading to the golden dome of the Administration building. The men of the Hungarian café and theatre were the first to salute the President. Three flags floated from the top of their big building, and downstairs, banked against the railing leading to the entrance, were half a hundred waiters with uncovered heads and white aprons tossing from side to side in the wind. Across the way the Chinese had stretched a hundred or more flags from the pagodas of their theatre, and standing high upon the roof of their building was a mandarin in a black cap and a red button, waving his hands frantically as the procession passed beneath him. The crowd cheered wildly at the salute of the Celestial, but this was only the beginning of a spectacle which President Cleveland will scarcely see again.

The Austrian village farther down the street was as black and grim as during the late storm of Sunday. The rain-soaked flags which had given its walls much color twenty-four hours before, had been taken in and in their place were fastened stiff and crisp emblems of brighter hues. They

flapped from the windows, from the peaks of quaint gables, and hung bright and gay over the archways to the main court. As the procession passed this remarkable village the workmen dropped their tools, crowded to the windows and waved their aprons and trowels to the President, who courteously lifted his hat and bowed right and left.

The Dahomeyans displayed no colors whatever. Their park was still filled with water and mud, and the peppery Frenchman, who is their manager, stood grim and unenthusiastic against one of the posts of the entrance. When the President passed him he raised his hat in an off-hand way, bowed once or twice, and then retired to a hut which was being thatched by three men in overalls.

The barbaric splendor of President Cleveland's march down Midway did not begin to be seen until he reached the Algerian village. Early in the morning Manager Blume, of this colony, gave orders for his men and women to clothe themselves in their finest raiment to receive the President. All was bustle in the little white house back of the theatre until 9 o'clock. The men arrayed themselves in white robes, which were fastened about their waists by girdles of gold and silver. Then they put on their red Mephistopheleau slippers, combed their hair into long braids, and fastened bangles upon the chains encircling their necks, wrists and ankles. It was not Manager Blume's intention to have the women of his village greet the President. But during the night they urged him to be permitted to stand in line with the stalwart warriors. This request was granted after considerable palaver, and at 10 o'clock yesterday morning when the procession entered the roadway, the entire Algerian village, man, woman and child, stood in line in front of the unfinished temples and bazaars. There were six musicians in the column. Three of them beat tom-toms which they held between their knees, two more sawed away at queer fiddles, and the sixth blew a flute which sounded like the wind swinging a dentist's sign. President Cleveland was greatly interested at the spectacle. He raised his hat as the Algerian band struck up a fiendish melody, and when they all salaamed he rose in his seat and bowed profoundly.

The street in Cairo was astir at an early hour. Manager Pangelo had gone from house to house the night before, informing the people that the President of the United States would pass beneath their minaret before noon. The dancing-girls doubted this statement and refused to believe that the executive would salute the village on his way to open the Fair. Even Achmed, the donkey boy, laughed at Pangelo and pointed to the mud west of the Ferris wheel, asking how it was possible for so big a man as the President of the United States to get through such a quagmire. The Cairenes were quickly convinced, however, that the President was to pass through Midway, and then all made haste to array themselves in their finest raiment. Achmed hurried to the stable and, bawling out something unintelligible to visitors in the village, ordered a man with gray whiskers and a greasy calico turban on his head to harness the camels and donkeys in their brighest trappings. The men clothed themselves in long flowing robes of purple and blue and white, and screwed down upon their heads fezzes as rich in color as the heart of a ripe watermelon. The Soudanese, who have hair something like Fred Douglass and more like Paderewski, stuck some skewers in it and washed their faces in cocoanut oil. The President and his escort were already in Midway when the Arabs, Soudanese and Nubians fell into line in the court of the village and marched out behind Manager Pangelo. Men and women were drawn up in line near the centre of the street, with the priests of the temple in their white turbans and flowing robes, kneeling on the ground at the entrance to the village. Many of the women were veiled, the black tulle falling from the nose far down the waist.

The musicians who had assembled in the tomb of Rameses II. for rehearsal were mounted upon the backs of seven camels. As the President passed the village this wild orchestra started up a desert greeting on tom-toms, hewgags, flutes, fifes and harps. At the same time the priests bowed very low, their white turbans almost touching the mud in the street. Then all the men and women salaamed and prayed for the welfare of the President, for the good health of the Khedive, and for the success of the Fair.

The Soudanese, who were at the extreme left of the managers of the village, were several minutes in satisfying the President that they were really glad he had come. They drew their swords and flashed the keen blades in the air, and then leapt in their red shoes like plantation hands on a wharf of the Mississippi. The President bowed again and again, and each time that he removed his hat the flags from Cairo, Khartoum, Assowan, were dipped to the mud.

Across the way the Turks stood in a line reaching from one end of the village to the other, with Manager Levy in a new fez and a big watch-chain bowing and smiling at the main entrance. Many of the women of the colony were so ill with colds and rheumatism that they could not leave their rooms. But there was enough of the Turks as it was. Faraway Moses, the famous guide of Constantinople—now an old man—half bent upon an umbrella stick, stood near the centre of the column, with his black silk turban pushed far back upon his head. Near him towered the strong man of the village, the Samson of all Turkey, an infantryman who had fought his way through blood at Plevna and Shipka pass. He was dressed in the

uniform of the Turkish soldier, his massive shoulders bulging out above the heads of the men who stood on either side of him. This giant, it is claimed, can carry upon his shoulders 1,000 pounds of dead weight, and waltz around with it as though it were but a paper collar. The muezzin of the village was up in the minaret. As the carriage of the President rolled by, this venerable man held his hands aloft and cried aloud to the faithful below. At the same instant the men and women began to sing. It was not a tinkling song by any means. It sounded like a man drawing a saw through a stick of green hemlock wood. But it was music, after all. Twelve musicians with drums and flutes played a weird accompaniment, and then the column of men and women from the Ottoman Empire bent their backs and saluted the President. As they did so Manager Levy, with his fez pushed far back on his head, rushed into the street and hurled a big bouquet of American beauty roses into the lap of the Executive. The latter arose and bowed again and again, and as he did so the Turkish musicians beat their drums with fiercer energy and the women whirled about their heads the long filmy robes they wore.

The German village, which is one of the most meritorious features of Midway, had no men in turbans nor women in silken gowns to salute the President. But they had no trouble in turning out a band of lusty workmen who swung their hats and cheered with all the enthusiasm of a successful team at a schutzenfest. They had made little effort to decorate their village, the flag of the empire and the emblem of America being the only colors displayed. These two flags floated from the top of the castle.

There was a great commotion in the unfinished house at Sixtieth street and Greenwood avenue in the morning. Manager Ferrari went from room to room the night before and informed the little people from the equator that the President would pass their village before dinner time. Sick as many of them were, they gladly accepted the opportunity to salute what they called the rajah ot the sultan. The weather was too cold for the women to go to Midway, but the men fell into line early in the morning and marched behind Manager Ferrari, who wore a big white sombrero. The procession was passing the Chinese theatre when the Javanese reached their village. There was but little time left for them to make any sort of demonstration, but Manager Ferrari grouped his men into three columns at the entrance to the village, with the noblemen kneeling in front of the first line. All the men wore the blouses they bought in Hong Kong, and each head was wrapped in a turban of brown calico. There were no musicians in this strange group of Mohammedans; they were left at home. The Chinese salute was bad enough; the greeting of the Egyptians was even worse; but if the Javanese had ever cut loose on their rain-barrel drums and fiddles the probability is that President Cleveland's horses would have plunged out of the street and taken no further interest in the Fair. As the procession passed the Javanese village the three columns of natives screwed their heads into the mud, touched their breasts and foreheads, and then made a noise which sounded like a man gargling something for a sore throat.

If the weather had been warmer, Herr Hagenbeck would have taken a lion or a tiger or two out into Midway to add more zest to the reception. But as it was, the best he could do was to march a band of red-breasted musicians from Frankfort-on-the-Main into the street, and as the presidential carriage rolled by a whirlwind of patriotic music burst from the big horn and the drum, which a flaxen-haired fellow beat with all his strength. This set the crowd to cheering again, and while President Cleveland, it is to be inferred, doesn't know much about lions and tigers and bears, he appreciated the salute he received from these sturdy Germans, and dipped his hat over the side of the carriage.

It was 11 o'clock when the fire kindled by the presidential party burned itself into Stony Island avenue. Then there was a terrific explosion. The air snapped and cracked with the vibrations of the guns of the war-ship Michigan. Then the flags rolled out upon the staffs of all the majestic buildings in the park, and, standing along their muddy and rain-beaten road, the men and women from Tunis and Southampton saw through the gray light the opening of the greatest Exposition which they or the world had ever seen.

Buffalo Bill did not take his Indians to Midway Plaisance to meet the President. Rocky Bear, the venerable chief of the Sioux, issued orders Sunday night for his young warriors to dress themselves in their best clothing for Monday noon. Having painted themselves yesterday morning and tied fresh ribbons in their long black hair, seventy-five Ogalallas and Brules were taken to the Administration building to meet Mr. Cleveland. They were in charge of Major Burke and Jack Nelson, a scout. It was the biggest crowd Nelson ever got into in his life. He had not gone far before a wall of people swept him off his feet and drove his old coonskin hat into the jaws of a mountain lion resting on a pedestal at one of the approaches to the lagoons. The Indians were taken into Administration building and led to the top floor. The panorama spread out before them was so grand and so startling that they could not suppress their emotions. It was with difficulty that they were led downstairs. Rocky Bear was introduced to the President. They shook hands. The President said "How do you do?" the Sioux said "How?" and then both bowed profoundly.

THE ELECTRIC GLORY.

THE BEAUTY OF THE FAIR AT NIGHT.

THE climax in electricity's upward march through the eighteenth century is reached when the World's Fair buildings and grounds are illuminated. Administration building is the first to be electrified, and its beautiful exterior from base to top of dome is gilded with rows of incandescent lights. At the base of its dome are thirty-two blazing torches on the bronze stands, ranged equi-distant around its circumference, adding much to its splendid appearance. The Peristyle soon adds its row of lights, and this is the signal for the triple row of arc lamps along either side of the lagoon to lend their aid, and in an instant they are sending bright rays across the waterway, completing the band encircling the grand plaza.

The main lagoon gleams under the sheen of the thousands of lights like a great mirror. The arc and Peristyle lights form its gilded frame, and around the sides about a foot from the water's edge a row of electric bulbs lends the added beauty of a golden bevel to the splendid plate. Powerful search-lights on top of the Manufacturers' and Agricultural Buildings and Music Hall bring out new beauties in the scene for the benefit of the spectators. Golden "Diana" perched on the dome of the Agricultural building with arrow pointed directly toward Music Hall light comes in for a share of inspection. The three search-lights when concentrated upon the magnificent MacMonies fountain situated immediately in front of the Administration building render the marble figures immaculate in an instant, and the glare falling full and powerful upon the handsome women at the oars and in the seat of honor, send dazzling rays of crystal purity down and across the silvery wave.

The truth is, this electrical display is, next to the palaces and the architectural effect, the most brilliant and entrancing thing in the Exposition. If there were nothing here but the big buildings, their ornamentation of statuary, their water fronts, and the electricity, the show would be worth traveling across the continent to see. There is not a single feature in which the Exposition is a disappointment. It is strong in every department. But the electrical display partakes of the marvelous, the sublime, the incredible.

Naturally it is a thing which must be seen to be appreciated. You never saw an artist who could paint the constellations of the heavens? You never knew a writer who could describe the glories of the firmament? Nor could artist or writer, or both together, give you anything like an adequate idea of the beauty of this electrical manifestation. The most that he can hope to do is to impress the fact that it is a spectacle which every man, woman and child in America who can do so should see and enjoy. Spend a night in beholding the brilliancy of the scene about the central court and within the Electricity building. See the mammoth pillar of fire, composed of thousands upon thousands of electric lights in various hues and with alternating currents which produce effects beautiful beyond one's dreams. See the lightning arresters—electrical posts with broad, spreading arms up and along which the current leaps with magic strides, leaving behind it a counterfeit representation of the lightning of nature, only more vivid, infinitely more beautiful, See the Assyrian temple, illuminated by innumerable electric lamps placed behind screens of inlaid glass made with all the soft hues known to the art. See a hundred ingenious contrivances for the display of the power and the effect of this new and most wonderful servant of our race—things which will thrill and astonish you, and fill your mind with thoughts of the almost infinite ingenuity of man and his almost divine control of the forces of nature.

Another correspondent writes of this blaze of living light:

Jackson Park at night is a perfect flood of electric glory, and for many visitors is far more attractive than by day. Every foot of it is resplendent with light, and many of the effects produced are startling in their novel brilliancy. The electric fountains are a never-failing source of delighted wonder to thousands and thousands of people, and the crowds never seem to tire of watching the incessant changes of color, form and force which create the beautiful effects that evoke their admiration. The search-lights, too, attract a deal of attention because of their novelty, especially the powerful one casting its radiance from the summit of the Manufactures building, which casts a trail of light as brilliant as the sun, and can be seen, it is said, for a distance of a hundred miles. But it is not only these unusual features that deserve commendation.

Without a warning bell or a signal note lines of fire sped up the ribs of the dome of the Administration building and leaped to scattered points in the crown. A ring of beaded light swept around the base of the dome, and as the mightiest coronet conceived by man was outlined against the darkening vault of heaven the multitude below broke into admiring applause. Across the south fronts of the Mining and Electricity buildings lines of twinkling lights burst into the glory of being. Down the façade of the leviathan Manufactures building, across the many-columned Peristyle and along the Agricultural and Machinery halls, flashed the rows of electric lamps. Over the building, sacred to the products of the field hung a bright circle like a golden aureola. The skylights in the Manufactures building were great opalescent bands, and the interior was flooded with the radiance of the big electric chandeliers. Fire answered fire. The torches on the Administration building, sentinel beacon lights, were answered by twinkling fires on the steamers out at sea. Magnesium fires in the central arch of the Peristyle threw its columns and statues into a ruddy glow and made the golden statue of the Republic stand out in rosy relief.

The crowning act in this glorious spectacle was the illumination of the south lagoon. A row of incandescent lamps in the walls inclosing the lagoon and a few feet above the water flashed out in a serrated line of glowing electricity. The waters, stirred into gentle ripples by a soft wind, shimmered in brilliant radiance. Around the edge of the lagoon ran a broad band of reflected light, and every tiny wavelet had a thousand facets with answering scintillations.

The street lamps, arc lights in white globes, dotting the grounds, were reflected in the lagoons as globes of fire with radiant, comet-like streamers, and faded out of sight in the darkness of the north, where the dome of the Illinois building loomed up as a bright beacon. A glare in the sky beyond was the only hint of the great city near at hand, and a flitting streak of light across the dim horizon proved, on closer inspection, to be the electric lights of the intra-mural railroad.

The Administration building was brilliantly illuminated within, and hundreds of enthusiastic people climbed the laborious stairs to the balconies about the dome. The sight from this point of vantage was magnificent and awe-inspiring. The ten thousand incandescent lamps made the adjacent grounds as light as day. The waters of the MacMonies' fountain rose in arching jets and fell in misty spray. The rush and splash were blended into a murmuring anthem, which rose and spread in soothing gentleness. A search-light on the music hall, mounting toward the dark zenith, was turned upon the fountain, transmuting the jets into silvery rainbows and the falling drops into sparkling pearls.

The girdle of light around the grand basin, made of electric lamps two feet apart and about three feet above the water, reflects the light and seems to double its volume. Around the big buildings at a uniform height of about 60 feet are bands of incandescent lamps. These add new beauties to the architecture and lend their radiance to the general illumination, while the statue of Diana stands out above the Agricultural building, bathed in a flood of glory cast by a hidden reflector. See these effects from the pier just once, and then go home and forget the glorious vision if you can.

And still another correspondent, attempting description of this scene of matchless splendor, says:

With incandescent lamps blazing from all sides of the Administration building, that mammoth structure presents a magnificent spectacle. These lights are 16-candle power, and their rays illuminate the grounds and adjacent buildings so brilliantly that a pin can be seen in the roadway. The dome of the building looks as if it were studded with diamonds, while the cornice illumination, with a background of white, is a sight never to be forgotten. The Peristyle, Casino and Music hall are also illuminated, nearly two thousand globes casting their rays on the bronzed statue of the Goddess of Liberty at the east end of the building. The reflection from the lights casts dancing shadows on the water, and, looking east from the Administration building, the lagoon forms a picture of wondrous beauty. But these are not the only illuminations. The Manufactures, the Mining and the Agricultural buildings are also lighted brilliantly.

On the dome of the Administration building are eight ribs, and on each rib are forty incandescent lights that burn for hours. The cornice just below the dome is studded with four hundred and

twenty lights, and on the lower cornice eight hundred globes cast their mellow rays on the lagoon and near-by structures. Inside the building two thousand lights are blazing, equal to thirty-two thousand candle power. It is the exterior view of the building, however, that attracts the attention of the crowds. The ribs on the dome look from afar as if studded with diamonds, and the blazing globes on the upper and lower cornices make a sight that people go into raptures over. Nothing like it in the way of illumination was ever before seen.

The Mines and Mining building, filled as it is with pyramids of metallic ore and crystal, presents an appearance gorgeous and most attractive. The electric current had been turned on early, and the great number of arc lights hanging beneath the lofty ceiling sparkled and twinkled like so many stars. There was not a spot throughout the entire structure, huge as it is, where any of the numerous columns and gallery supports cast a shadow. In the south of the building and immediately to the right of the entrance is the Colorado exhibit. This consists of specimens of the mineral ores and crystal formations native to the state. They are arranged on shelves, in cases, and are built into mounds and pyramids. Shining upon them, the white arc lights produced a most beautiful effect. The particles of metal exposed among the base rock shone by the reflected light, and the crystal specimens emitted all the prismatic colors. During the early evening hundreds of people passed into the south entrance, only to stop on the threshold, apparently struck dumb with surprise and admiration at the scene before them. Many, weary with the day's excitement and intending only to glance into the interior, when once their gaze caught the electro-mineral effect, put forth extra energy and plodded through. Every step towards the north exit was a surprise.

On the left, a little distance from the south end, was the exhibit made by a great iron firm of Germany, the foremost objects of attraction of which were the tree made of various-sized tubes and the Cleopatra needles constructed of railroad iron. Instead of leaves the limbs of the iron tree were ablaze with yellow incandescent globes, and no golden-leaved maple of famed New England ever presented a spectacle one-tenth so charming. Beyond this and on the right side of the aisle, was Missouri's offering to the Exposition. Arranged neatly and so as to obtain the full effects of the blazing sun overhead, this exhibit of minerals and mining appliances attracted much attention. In the centre of the building stood the obelisk made of solid blocks of coal cut to represent huge blocks of black marble. Standing about this, many people wondered where were the coal fields whose veins were of a thickness equal to the blocks, but a guard near by astonished all beholders by answering their question, "Pennsylvania has greater ones."

Once past the obelisk, few stopped again until near the north exit. But there all paused and lingered, and even when the greater part of the electric lights were extinguished they were still loath to leave a place so bewitchingly attractive. The object of chief admiration was the exhibit of New South Wales. It is situated on the west side of the aisle, the space being marked at the south end by a great pyramid of silver ore which shines under the glare of an arc light.

At the north end of the exhibit is a large column covered with silver leaf, on the top of which stands Atlas, supporting the earth upon his shoulders. Between the silver pyramid and the column are pyramids and obelisks of red copper ore, tin, zinc and antimony. While behind these are arranged, in cases, very fine specimens of quartz and rock crystal, every one of which is a beauty, and needs only to be seen by electric light to elicit exclamations of wonder and atonishment.

The Agricultural building was a blaze of glory. Such fruits of the soil as are there arranged in all sorts of peculiar shapes were never before gathered together. There were great ears of corn, with twenty rows, from Australia, huge heads of wheat from India, and grain of every kind from every portion of the earth. Not grain alone, but the products of grain, malt and distilled liquors, in white bottles, were displayed around colored globes and, seen after the electric current was turned on, showed the spirits in their most attractive form.

In the great Manufactures building the lofty coronas shone with a brilliancy not seen before. Every globe was glowing with the power of two thousand candles, while lower down around the galleries others of equal magnitude were hung. Newly painted show cases glistened, and the wares of silver and gold and porcelain

within them were shown to their best advantage. The Austrian exhibit appeared especially fine to the visitors, and the tower clock was so illuminated that the hours and minutes could be read from any portion of the thirty-three acre building.

But the illumination of last night, brilliant as it was, formed only a part of what may be expected. When the full strength of the dynamos in Machinery Hall is used, when every street lamp is lighted, when lights gleam in the windows of the Art Palace, and the Government building, and every tower and dome from Cottage Grove avenue and Midway Plaisance to the cliff-dwellers' caves and the cattle shows, it will make Jackson Park a place at night unrivaled in the wide world.

SEEING THE EXPOSITION.

EVERY railroad entering Chicago has been connected with the Belt Line which runs around the city, and which enters Jackson Park at the southwest corner. The terminus of this railroad system is the largest space set apart for railroads anywhere in the world. Even this is not all. As Jackson Park is on the lake front, the Exposition management has provided that as many people as can be carried by boats may be landed at the piers of the Exposition.

Without going into details to show how many people can be carried by each of these means, I may mention the sum total to allay all fears of visitors being overcharged. One hundred thousand people every hour is the number which the Exposition management expects to be able to land at Jackson Park and to take away. I think I am not exaggerating when I say that there is not another spot on the face of the globe of the area of Jackson Park, that is to say about a square mile in extent, where one hundred thousand people could land or depart in an hour.

If the weather were fine, I should want to have my first view of the Exposition from the lake. The scene from the deck of one of the big steamers running to the Fair grounds is very wonderful and imposing, as we catch sight for the first time of the glittering domes, towers and terraces of the great buildings, over which a hundred thousand flags and streamers may flutter in the sunlight. As the boat draws nearer to the shore we begin to make out the outlines of the buildings separately, and the great Manufactures Building, which looms up along the shore like a mountain, makes even the big vessel on which we sail look small as a fishing-boat.

As we land at the pier, and pass into the grounds beneath the shapely columns of the beautiful Peristyle, the scene which greets one makes him feel smaller than ever. We walk past huge structures so high that it is almost painful to look up to their roofs from where we stand, and come to the Administration Building, which is the crowning feature of the magnificent court which surrounds us. Then we ascend to the balcony below the dome of that building, to obtain a bird's-eye view of the whole Exposition.

After climbing to this balcony by a winding stairway, we find ourselves looking west over an immense railway station, from which a score of tracks stretch away into the distance like the strings of a hundred kites. To the south is the Machinery Hall, its pinnacles tipped with queer little figures of angels with outstretched wings. These look scarcely bigger than dolls, although they are taller than a man. When we look below at the people walking about the grounds and see that they only seem as big as mice, we can understand why the figures of angels look so small.

In front of the Administration Building is the grand court of the Exposition, which from this height presents a view never to be forgotten. Immediately below are three fountains that can hardly be equalled in the world. On either side of these fountains are others which can be seen best only at night. These are the electric fountains, which send forth sprays of every color imaginable, changing every instant, and blending together so beautifully that one would think that they spouted up rainbows instead of water. Farther off is the Great Basin, dotted with gondolas, electric launches, and other pleasure craft. At night this Basin appears like a scene from fairyland. Deep in the water can be seen electric lights of all colors, sparkling and flashing as though the bottom of the lake were paved with diamonds, rubies, emeralds, and jewels of every kind.

But it is not alone from the dome of the Administration Building that a view of the World's Fair can be obtained. Let us take a trip on one of the pleasure

launches on the lagoon. These little boats glide along the water with no more noise or smoke than rowboats. As we look up from our cushioned seat at the gigantic pillars of the tall buildings, the flags which flutter from their tops seem like so many ribbons, and we can hardly realize that they are as big and long as they appeared from the dome of the Administration Building. And the great buildings themselves are not so overpowering as we inspect them over the foreground of sweet-smelling roses which surrounds the lagoon.

The noise of the crowds and the crashing of the bands which we hear in the distance are softened to sweet music as they come mingled with the murmurs of the waters of the lagoon, gently rippling over the myriad water-lilies which float lazily on its surface, or softly plashing against the marble balustrade which surrounds us. In and out we go under the broad arches of the bridges which span the lagoon, and furnish a cool shelter from the hot sun; out on the wide basin to the very foot of the big statue of the Republic, which from the boat appears to tower almost as high as the dome of the Administration Building; past the four big lions crouching at the base of Cleopatra's needle; or sailing away near the Wooded Island where the shrubs and flowers of every clime invite us ashore. It is the realization of a chapter of the Arabian Nights.

There is yet a third way of seeing the Exposition before we go through the buildings themselves. The elevated railway, which stretches like an immense serpent from one end of the grounds to the other, offers a view midway between that which we had from the dome and the view from the water. This brings us close to all the buildings, and allows us to inspect the wonderful carvings, statuary and mural paintings which adorn the exterior of these buildings. This railway, although only three miles in length, shows us more wonderful sights along the journey than we can find in three thousand miles in any other railway on earth. In fact, it may be said to take us around the world, for the World's Fair is really a world in miniature. To go through all the buildings in a week we must get there early in the morning, and stay until the last thing at night. When we have finished all the buildings we must not forget to allow about a day for seeing the Midway Plaisance. If you wish to see the funny little Javanese living just as they do in their own country; the Chinese in picturesque attire; the pudgy Eskimos in mud huts; German villagers in houses such as we have seen in picture-books; fierce-looking Arabs in turbans and red, baggy trousers—in fact, people of all countries going about their occupations just as they do in their far-off land—go to the Midway Plaisance.

A "tired feeling" comes over even the liveliest vitality after prolonged sightseeing. The mere succession of wondrous sights and incidents comes in the end to be fatiguing. For this reason, and also to impart to a World's Fair the characteristics of a festival, which ought to be inseparable from it, the management has provided abundant means of rest, refreshment, and recreation. What could be more restful, for instance, than to leave the whirring wheels of Machinery Hall or the glare of the Electricity Building and repair to the Music Hall or to the Festival Hall, where almost every day some great musical entertainment will be provided? The best bands, musical associations, and choral associations in the United States will on these occasions interpret the works of eminent composers, and in many cases these performances will be under the direction of the composers themselves. Music will also be supplied at stands erected at various appropriate locations throughout the grounds, where at given hours the great military bands of this country and of Europe can be heard in the open air.

In the matter of physical refreshment nothing will be lacking either in quantity, quality, or variety. Sandwiches and coffee, on the every-day American plan, may be had almost anywhere at any time. But the visitor may test the cooking and table service of all nations. You may dine one day in France, the next in Italy, the next in Russia, the next in Turkey, and so on through a week, having your luncheon or dinner in Vienna, Cairo, Berlin, or Buda-Pesth, and limiting your expenditure according to your resources, at rates fixed by the Exposition management.

A week at the World's Fair will pass very quickly. It will be time to go home again almost before we know it. And as we take the train and leave the big city behind us, we realize that even Chicago is only a small dot on the face of

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the earth, and insignificant as a spectacle compared with the world in a nut-shell which we have seen at the World's Fair.—*Moses P. Handy, in Youth's Companion.*

WHAT IS STAFF?

STAFF is the stuff—the incombustible material—with which the great Exposition buildings are covered; the facile garment of white which clothes their huge, gaunt skeletons of iron and timber. Not only are the structures clad in staff, but the hundreds of columns, pediments, capitals, and all the profuse general ornamentation, as also the gigantic statuary groups and allegorical pieces, are all of staff. Without staff, indeed, these enormous buildings would be impossible, at anything like the present cost. One may almost say that without staff the Fair, in its present aspects, could not have come into existence. This protean substance is a mixture of plaster—often called plaster of Paris—and a small percentage of cement, into which are introduced frequent fibres of hemp, jute or Sisal grass, to give it toughness, so that it may be bent, sawed, nailed or bored, at will. It is cast in molds. The plaster and cement are first wet up to the consistency of thick treacle, a layer of which is spread on the well-lubricated mold. Next follows a layer of the long, tough fibres; over this is poured another coating of the liquid plaster, covering in the fibre and gradually filling the mold to the required depth.

There are molds of a hundred, yes a thousand, different patterns and sizes, from those for casting plain staff-board, for walls, to those for the most complex, beautiful or fantastic ornamentation. In case of statues and statuary groups, the models are first fashioned in clay, then coated with staff. The interiors of the staff-sheds, where the mixing and casting are done, have been busy places during the past eighteen months, as well as very steamy and slushy. Many of the workmen are German, French or Italian, the art and practice of staff-making being better understood abroad than in the United States. The composition hardens sufficiently to be handled and taken away to the building in process of construction, in the course of half an hour. Staff is fireproof and, to a considerable extent, waterproof. If kept painted, it will withstand the weather for a number of years. If it cracks or crumbles off, it can readily be repaired with a brush or trowel, from a tub of the liquid mixture.

A WEEK AT THE FAIR.

SO vast, varied, and many are the attractions of the Columbian Exposition, that visitors must proceed on some definite plan if they wish to gain any clear idea of the whole display. Otherwise they will have reason to regret, when too late, that they forgot or overlooked many important features.

Most visitors will probably have not more than one week in Chicago, although the Fair well deserves months of constant sight-seeing, and thoroughly seen, would be in itself a liberal education. A plan for the week is as follows:

First Day: A View of the Grounds.—Let us suppose that the visitor has secured lodgings and is now at one of the six entrance gates, or, better still, is landing at the pier from the lake-side, guide-book in hand, and note book and pencil in pocket. How shall the first-day best be spent?

Certainly in seeing the grand buildings, the external aspects of the Fair, the architecture, the beauty of the grounds, the statuary, the fountains, the whole panorama of effects. Do not hurry here, whatever else you have to cut short. Take time—take the early, cool morning hours if possible, for calm contemplation of these veritable wonders. Let this great poem of human art and effort so impress itself on the mind as to remain there to the end of your days. Do not be diverted by the hurrying crowds, but commune with your own thoughts. At each distinctly new prospect sit down for a few minutes on a bench, and so absorb the views as they unfold.

The great Building of the Manufactures and Liberal Arts may well be the point of departure for this first day's walk. It will be best not even to enter it on this day, save to walk along the great outer colonnades. Now you come to the lofty statue of the Republic, the calm, majestic embodiment of the Genius of America. It stands on the basin near the south end of the Liberal Arts Building. On the left—facing the Basin—you catch glimpses of the pale-blue lake, from between the white Corinthian columns of the Peri-

style, flanked on either hand by Music Hall and the Casino, where one may well pause to listen to the music which will be performed here on most days of the Fair.

Passing around the foot or lake end of the Basin and turning westward, we confront the noble Building of Agriculture, its swelling dome surmounted by St. Gauden's famous statue of Diana. Next comes Machinery Hall, in many respects the most beautiful of the buildings, with its pleasing combinations of classic and Moorish architecture. From within resound the whir and rattle of machines; but these for this day shall be passed by. Turn then to contemplate the towering dome of the Administration Building, where the Executive offices of the Exposition are located. Pass between two other buildings, that on the left devoted to Mining, and this on the right to Electricity in all its myriad scientific and mechanical applications.

Before us now opens a truly imposing panorama — canals, bridges, flowers, shrubbery, fouutains, stretching away for half a mile. Back a little at our left rises the long front of the Transportation Building, with its "Goiden Door." Farther to the north, on that same side, swells the immense dome of Horticultural Hall; a palace of flowers, palms, ferns, grottoes and fountains. Directly across the Lagoon from the Horticultural Hall stands the substantial United States Government Building, its dome purposely suggesting that of the Capitol at Washington. Beyond it on the left, still looking northward, is placed the pretty Fisheries Building, of Gothic aspect; while over against it, across the Lagoon, rises the chaste, severely plain architecture of the Women's Building.

The State and Foreign Buildings.— Farther down the vista on the right, the view is intercepted in part by the mellow tints of the largest of all the State Buildings, that of Illinois. Its eastern wing is outlined against the beautiful white Art Gallery which approximately heads the great park-way and closes in the view northward. Nowhere else in the world can so magnificent a plaza be found, enclosed by architecture so colossal and imposing. One can but regret that it is to endure but a single year. For this reason it should be the more carefully observed.

It will now be well to cross by one of the Rialto bridges to Wooded Island, or Rose Island, sixteen acres in extent, situated in the midst of the great Lagoon, where are the "Hooden" and other Japanese exhibits in the midst of flower-gardens. Afterwards, walking more deliberately, one may approach, in turn, each of the six buildings last above named, and inspect them more closely. Previously we had taken but a distant view of them from the foot of the grand park-way.

Several hours will be found to have elapsed already, and refreshment at some of the many restaurants may by this time be needed. Afterward, take an excursion of a mile or more among the numerous State Buildings, which form a small city of themselves, and a very handsome one, at the north end of the grounds. While here one should visit the Eskimo Village, or Innuit Colony, located in the extreme northwestern corner of the grounds, where some sixty Eskimos may be seen at home.

A trip to the buildings of various foreign nations, situated mainly at the northeast side of the grounds, can now conveniently be made, and the model of a Battle-Ship, the *Illinois*, which it is difficult to believe is only a brick structure, built up from the bottom of the lake, may be visited at the pier hard by. Thence, passing down the water front of the Liberal Arts Building, there may yet be daylight for visiting the Convent of La Rabida, associated historically with the sadly troubled life of Columbus; the Forestry Building, the Krupp Gun House, the Leather Building, the Stock Pavilion, the Sawmill and the Cattle Sheds. Some of these may have to be neglected, or given but a cursory glance, in passing; for by this time the eyes and feet of visitors will be alike tired. Yet if this programme be adhered to, the best of the outward aspects of the Fair will have been seen.

Second Day: The Manufactures Building.—The visitor may now be said to have seen the Fair in its out-of-door aspects. Next come the more especially interesting indoor features. One full day of the six should be devoted to the immensely varied exhibits in the great Building of the Manufactures and Liberal Arts. A month, indeed, might be spent here. The building itself is a fair, one had almost said a city, of streets, shops and stores. It covers the area of a good-

sized farm. Forty-four acres of floors are loaded and adorned with the most beautiful specimens of human handiwork, from all over the world. Shall I enable the boys for whom I write to gain a better idea of this immense structure, when I say that six full games of base-ball, each on a regulation "field," might be played at once on the main floor, with space for batting so unrestricted that a "home run" might be made on each field, simultaneously? Three Coliseums like that of ancient Rome might be set down side by side on this interior space, with room for St. Peter's church in addition! Or if you think that the vast crowds that are to congregate here this year will leave you no room to move about, you may be reassured when you are told that the entire standing army of imperial Germany might be assembled beneath this vast roof!

All this great area is full of the most elegant and costly articles in the world. Truly, the visitor needs to be here as early as the gates are opened, on this day, if he is to see a hundredth part of this varied wealth! To specify here even the nature of the exhibits is impossible. No one could see them all in a month, much less in a day. Each visitor may best give attention to the things that have special interest for him, and the Official Guide-Book will direct him to their location. This day in the Building of Manufactures and Liberal Arts will tire the eyes often, and time and again it will be advisable to withdraw to the colonnade on the lake-side to rest and take the breeze. When food is needed it may be found across the great canal, at the Dairy café southward of La Rabida; or at the "Clam-Bake" across the northern canal, near the Fisheries Building.

Third Day: Modern Inventions.—The plan for this day will be much more extended than that of yesterday. It should include Machinery Hall, the Mines, Electricity and Transportation Buildings—to each one of which an entire day might well be devoted by visitors able to spend three or four weeks instead of one at the Fair. There will be time for no more than a leisurely walk amidst the thousands of clattering machines which cover the seventeen acres of floor space in Machinery Hall. Do not forget the power-house, in the rear, where are located the immense battery of boilers and the twenty-four thousand horse-power engines that set all these machines in motion.

Leaving Machinery Hall, we may next enter the lofty portal of the building devoted to Electricity, less noisy than the one we have left, but not less complex. Here are nearly ten acres of Electric Dynamos, Batteries, Telegraphs, Signals, Heaters, Forges, Telephones, Mo ors and Lights, and other subtle devices of which our fathers knew nothing, but which enter into the every-day life of this generation.

Parallel and abreast of the Electrical Building stands the Mining Building, to which we may next take our way. Here are displayed all those varied devices by which men pierce the rugged mountain lodes, and wrench the metals from the iron grasp of Nature. Here are ores, gems, crystals, coal, coke, petroleum, natural gas, gold, silver, tin, nickel, minerals in general. Here are stamps or crushers, assay and mining apparatus, boring and drilling machinery.

It is a display which one might profitably visit for study every day for a week. But we must cross over to the Golden Door of the Transportation Building, where for two hours more we shall find our attention absorbed by palace cars, locomotives, road engines, steam craft, yachts, naval construction, flying-machines, pneumatic tubes,—in short, all the devices of modern travel at high speed.

Fourth Day: The Produce of the Fields.—Go first to the Building of Agriculture, one of the most beautiful structures on the grounds. Beneath its ample roofs lie spread out eighteen acres of exhibits, of interest to all, and of especial interest to the farmer, ranchman and gardener. Here, amidst a calm suggestive of green fields and pastures, we find cereals, grasses and forage plants, sugars and confections, dairy products and foods, farming tools and farm buildings, pure and mineral waters—innumerable articles suggestive of country life and country quiet. Two or three hours will be occupied in gaining even the most general conception of them.

Next, we may well go to see the exhibit of live stock beneath the forty acres of sheds in the rear, to the southward. Here are horses, cattle, sheep, camels, goats, swine, dogs, cats, ferrets, rabbits and many wild animals. A hurried view of them will occupy two or three hours more of our day; and we shall have to hasten past the Stock Pavilion, for per-

forming animals, with no more than a glance inside of it.

Finally, pass up through the grounds, northward, to the Horticultural Building, amidst whose lovely flowers, palms, grottoes and fountains the last two hours of the afternoon may be appropriately spent.

Fifth Day.—Some particularly pleasing spectacles have been purposely reserved for the last two days of the week. Two hours of the morning of the fifth day may be spent at the Women's and Children's buildings, neighboring one another, to the north of Horticultural Hall. The exhibit in the Women's Building is designed to represent the progress of woman from the earlier, darker ages of humanity to the present era, and to illustrate some of what may be called the public services of the sex. There is a model hospital and model kindergarten, as well as parlors fitted to illustrate the comforts of home. Another department is devoted to those organizations of reform and charity of which women have ever been the champions. In another wing there is a model kitchen; and in the open air on the roof, whence a grand view of the grounds is obtained, are the "hanging gardens," with pleasant cafés attached.

At the Children's Building near by may be seen all manner of famous toys, including the "talking doll." Here also are model nurseries, kindergartens, children's kitchens, creches, etc. It is a place to which the little ones will beg to return time and again.

The chief interest of this morning's excursion, however, will be centred at the Fine Arts Building, with its spacious Annexes, where are to be seen five acres of the master-pieces of the world's greatest painters, sculptors, etchers, carvers and other artists. Never before has so varied and extensive an art display been collected under one roof. Hours will pass like moments here.

Yet time must be economized, this afternoon, to visit the Fisheries Building, where all the boys, at least, will be captivated by the illustrations of sea-fishing and angling, fresh-water fishing, and fish culture. Living fish, large and small, of almost every known kind, fill the great tanks of the aquaria, some of which have a capacity of forty thousand gallons.

If possible, an hour more of the afternoon must be given to the interior of the stately United States Government Building, located across the canal immediately south of the Fisheries. Here are cannon, Gatling guns, shells and projectiles of every sort; a mint, showing specimens of every coin made by the United States; and also exhibits from every other department of the general government.

Sixth Day: A Tour of the Midway Plaisance.—Most visitors will feel the need of a little recreation, after five full days of conscientious sight-seeing. We propose, therefore, to spend the forenoon in having a royal good time in the Midway Plaisance. This portion of the Fair, somewhat apart from the main grounds, is a comparatively narrow strip of land, seven-eighths of a mile in length, between the Fifty-ninth and Sixtieth Street entrances. It is part and portion of the Exposition, and admittance to the latter entitles the visitor to general admittance to the Plaisance, but not to its special attractions, or "shows." These are "concessions;" that is to say, the enterprising proprietors pay for the privilege of being there, and therefore charge admission fees. We may regard our visit here as of the nature of a recreation, and not to be taken too seriously.

We can think of it as the "Brother Yagger" part of the Fair. Here are the Tower of Babel, the Captive Balloon, the Sliding Railway, the Turkish Village, the Moorish Palace, the Street in Cairo, the Ferris Wheel, the Dahomey Village, the Hagenbeck Animal Show, and many other "attractions," about which, doubtless, other writers will give information to the readers of *The Companion*. The proprietors are so extremely willing to sell you tickets of admission, that your pocket-book will suffer here if you do not guard it rigidly. It may perhaps be well to set aside a fixed sum for "fun" before making this excursion.

There will now remain of our week but one afternoon in which to take a farewell walk through the main grounds, and a parting glance at the grand buildings. One may spend an hour at Music Hall, another visiting the Columbian Caravels, the old war-ship *Niagara*, and the Convent of La Rabida, and the rest of the afternoon in the Buildings of Archæology and Forestry.—*Youth's Companion.*

BRYN MAWR makes the most complete exhibit of all the Women's Colleges. She stands out brilliantly at Chicago through her views, models, and publications.

THE COST OF THE TRIP.

THE point that I wish to impress, says Mr. Robert Groves, is that this fair is worth seeing at any cost within the command of the people. As World's Fairs go it will probably be thirty or forty years before this country witnesses another like it. That will mean the next generation, and not this. Nor is it true that one must spend a small fortune in order to behold the glories of the White City. It is not true that one must submit to extortion or robbery in Chicago. Just after the opening of the Fair a cry went up in the columns of eastern papers that Chicago was trying to rob the people. The Chicago papers were compelled to take the matter up and make investigations. They found that in many instances these charges were well based. But it must be said to their credit that they condemned extortion wherever they found it and exposed the guilty parties. Already we find conditions settling down here. We are now able to ascertain approximately what it will cost a man or a party or a family to come to Chicago and see the Fair for five or six days or more time.

By good management, and suppression of the great American weakness of pride, one may make his expenses just what he can afford to pay. For instance, he may go to one of the first-class hotels, either those of the city proper or of the World's Fair district, and live at the rate of from $8 to $20 per day per person. Or he may go to the more moderate houses and obtain rooms at prices ranging from $1 to $3 per day per person, and take meals wherever he likes at a cost varying from $1.50 to $3 per person. Between these limits one should be able to satisfy himself.

It stands to reason that living at the hotels will be more expensive than in private houses. The hotel keepers represent large investments and large expectations. They want big profits. But in thousands upon thousands of private houses there are rooms to rent, with or without meals, at prices with which every visitor will be able to please himself. In looking about I have seen plenty of good, comfortable rooms within a short distance of the Fair gates, which may be had at a cost of $1 to $1.50 per person per day. By exercising economy these visitors may get their meals at $1.50 more per day. Of course they will have to keep away from the high-priced restaurants, and should take as few meals as possible within the grounds, where everything is more expensive than it is on the outside.

A friend of mine in Ohio, a man who has but a moderate income and who is a prudent financier, wrote me a few days ago as follows: "We want to see the Fair, but we can't afford to go to Chicago to be robbed. Won't you look about for me and see what you can do in the way of accommodations for myself, wife and two grown children? I am willing to pay reasonable prices for comfortable, cleanly accommodations, but economy is a consideration with a poor man such as I am. We might leave the children at home, but rather than do that I shall stay at home myself."

I was glad to go out and see what I could find for my friend. I applauded his practical spirit, and also his determination to bring the children along. If a man can afford to come to the Fair at all, he should bring all of his children who are old enough to appreciate the show and to profit by it as one of the grandest educational institutions ever organized in the world. After a day's search I reported to him as follows:

"Have found you two nice rooms in a new house, well kept by a woman of good character, about half a mile from the gates of the Exposition. There are two beds, and you may have a cot or small bed also if you like. There is running water in the rooms, and a bath and other conveniences are in the hall adjoining. The house has a porch and a pretty yard. For these two rooms you will pay during the ten days of your stay $4 a day. You may have breakfast in the house—and I am sure from what I saw of the woman that the breakfasts will be satisfactory—at $2 per day for your family. A light luncheon at the Exposition and dinner at a restaurant near your rooms will cost you for the four persons about $1.25 for the luncheon and $2.50 for the dinner. Your admission to the Fair will be $2 a day. If you add to this about $2 a day for incidentals, admission to the specialties in the Plaisance, catalogues, rides on the intramural railway, etc., you will find your expenses footing up about $14 a day during your stay here. By economy you will be able to cut this down $2 or $3, or if you feel disposed you may make it two or more dollars more."

This is for a party of four, and it will be observed that the expense is a little

more than $3 per day per person. As a result of this inquiry I unhesitatingly say to inquirers that if they will be careful of their expenditures they may come here and stay at an expense of $3 a day each, though in order to do this there should be two or more in the party.

As to the time required for a satisfactory view of the Fair, a month is better than a fortnight, but even so short a time as a week will do fairly well. In six days and evenings—for the grounds are open till near midnight—one may see all the principal objects of interest without, of course, stopping to examine everything in detail.

If I could come for only four or five days, and thought it necessary to reduce my expenses to $2 or $2.50 a day while here, I should still come. It is the World spread out here for one's inspection, and it is worth seeing at any cost or sacrifice within reason.

EARNEST CAUTION TO YOUNG WOMEN.

But, if a lady, be sure where you are going before you leave home, or at least be in correspondence with throughly reliable parties. From *The Friends' Intelligencer* we take the following:

"Earnest words of caution have been sent out from Chicago to young women intending to visit that city. The substance of them is to beware of strange places and strange people; to place confidence only in those already known to be trustworthy. Enclosing one of these cautions, issued by the Protective Association for Women and Children (whose office is Room 828, Opera House Building, Chicago), a correspondent in that city sends us the following letter: The above words of warning are already needed. We were asked to inquire into the reliability of a hotel offering 'fifteen dollars a month, board, and one day off each week,' for a nominal service. If this was as it appears to the inexperienced mind, it would be equivalent to a vacation on full pay to the thousands of clerks, typewriters, and office-girls who are forced to aid in the support of a family, or have but little left after board and car-fare are paid, and be content with a few hours occasionally to visit the Fair. A complete list of hotels and boarding-houses failed to record the existence of such a hotel. We believe that no hotel would depend upon help so transient as that would necessarily prove. We do not wonder that so many wish to attend the World's Fair, where so much is to be learned. That there is a doubt as to the ability of some to attend makes them more apt to be deceived by such advertisements. There *are* reliable families who need the services of girls for a short time, and give moderate wages; but such places should be sought for through a friend, or some one of whom there is no doubt as to their reliability. We know of no other way for girls to earn money while attending the Fair. The Rolling Chair Company has a force of eight hundred students now, and a reserve of six hundred to be called upon at the end of the school year. There are many applications besides, The pay is thirty dollars a month, and ten per cent. of gross earnings. Many take this opportunity to see the Fair, and will resign after a few weeks' service. The new applicants have but little chance, as each student has pledged himself to furnish a substitute. This he can readily do among his acquaintances, and in this way dispose of his uniform. The advertising columns of the daily papers show that the supply of those wishing a situation at the Fair or in the city far exceeds the demand. Chicago has been sustaining for months a great army of unemployed workmen, and we believe the supply will exceed the demand without an influx from the outside."

Persons desiring to engage quarters by mail, before leaving home, may address with confidence Orville Brewer, Teachers' Columbian Hall, 70 Dearborn Street, Chicago; S. R. Wenchell, 262 Wabash Avenue Chicago; or Carleton N. Gary, Hotel Epworth, Room 813, No. 100 Washington Street, Chicago.

WORLD'S FAIR POST-OFFICE.

A regular post-office—the World's Fair Postal Station, Chicago, Illinois—has been established inside the Fair grounds, in the United States Government Building. Here every one can post letters, buy stamps and receive mail, as at any other post-office. There is also a quick and accurate general delivery. Many of the State Buildings have also arranged to have mail, addressed to their care, brought to them by special messenger for distribution to visitors. There are telegraph offices in all the principal buildings, also numerous telephone stations and a messenger boy service. Visitors from Pennsylvania may have their mail addressed to the Pennsylvania State Building, unless they prefer to receive it at the street and number where they may be domiciled while in Chicago.

REPORT OF DIRECTOR GENERAL.

SHOWING WHAT MAY BE SEEN AT THE FAIR AND COST OF ADMISSIONS.

TO set at rest all doubts and misrepresentations in regard to the cost of viewing the World's Fair and its various side attractions, Director General Davis has submitted the following report to the National Commission, showing what buildings and departments at Jackson park the entrance fee of 50 cents entitles a visitor to see, and at what places an extra charge is made, together with the amount of such charge:

HON. THOMAS W. PALMER, PRESIDENT WORLD'S COLUMBIAN COMMISSION.—*Sir:* In compliance with the resolution of the World's Fair Columbian Commission, adopted Tuesday, May 2, 1893, calling for a statement of concession exhibits and the special attractions, admission to which is not included in the admission fee of 50 cents; said statement to also include, as far as practicable, a list of the great attractions of the expositions proper for which the admission fee of 50 cents is charged, I have the honor to report:

The fee of 50 cents charged for admission to the World's Columbian Exposition covers entrance to all parts of the exposition grounds, including the Midway Plaisance, a total area of about 670 acres. It covers also admission to all the buildings of the World's Columbian Exposition, including all the special exhibition buildings allied with the several great departments, the floors, galleries, and dome of the administration building, the monastery of La Rabida, containing all the most valuable and authentic relics of Columbus now extant, the woman's building, and the United States government building, the battle ship, and all the State buildings and the pavilions of foreign nations.

In Jackson Park are the great departments and their allied outdoor exhibits and annexes, as follows:

The buildings of the department of Agriculture, with outside exhibits, including the windmill exhibits and the agriculture exhibits of France and her colonies.

The buildings of the department of Horticulture, with extensive greenhouse annexes, nurseries, plantations, flower gardens, and lawns under the care of American and foreign exhibitors.

The department of Live Stock includes the stock pavilion, or show ring, and also additional structures for the sheltering of stock.

In the department of Fisheries will be shown the methods and products of fishing industries throughout the world, which will occupy the central portion of the structure, while of the two annexes to the building, one will be filled with a magnificent aquarial exhibit under the auspices of the United States fish commission, and the other with a complete exhibit of angling appliances and material gathered from all over the world.

In the building of the Mines and Mining department will be illustrated ancient and modern systems of mining and metallurgy in use throughout the world, with specimens of native minerals of our own and other countries, and refined products and metallurgical processes.

The buildings of the department of Machinery include, besides the American exhibits and the steam and electric power plant, extensive and interesting displays from Germany, France, Belgium and other foreign countries. A portion of the great exhibit of Frederick Krupp, of Germany, which is installed in a special pavilion on the lake shore south of the monastery of La Rabida, is also included in the classification of the department of Machinery.

The Transportation exhibits department will display a most extensive collection of vehicles used on land and water from the most ancient time down to the present day.

The great building of Manufactures and Liberal Arts covers more than thirty acres of ground floor. In this area are included the manufactured products of over eighty nations and colonies, as well as the educational exhibits included in the department of liberal arts.

The Shoe and Leather building, on the lake shore, east of the South pond, contains the great collection representing the leather industry in all parts of the world.

The building of the Electrical department is occupied by exhibits alone, and the electrical plant of the Exhibition, which will be one of the most conspicuous features of the electric display, exceeds in extent and power any installation heretofore attempted.

The Fine Art galleries, with their annexes, are occupied by the choicest examples of modern art from foreign countries and the best collection ever yet made of the productions of American artists.

The department of Ethnology and Archæology occupies the Anthropological building at the southeast corner of the grounds, and its exhibits illustrate the development of the human race from the earliest times to the present.

The Forest product of our own and other countries will be shown in the Forestry pavilion, lying directly east of the anthropological building.

In the Woman's Building will be shown the best productions of woman's work from all quarters of the globe.

The great building erected by the United States government at an expense of nearly $500,000 is filled with the most complete and best arranged collection which it is possible to secure from all the government depart-

ments and the Natioual museum at Washington. Lying just off shore, northeast of the government building, is the reproduction of a modern war ship, with the latest designs in armament and defensive armor. The United States signal station and life-saving station stand in close proximity upon the north entrance to the lagoon.

The list of State and foreign buildings is too long and their attractions too numerous to be given in detail, but it may be worth while to mention that their historical collections and illustrations of natural products and resources will be most attractive to those visiting the Fair.

The Administration building, the central artistic structure of the Exposition, is also open to the public, except the offices of the administration. The elevators are run without charge, and the public is admitted to all the floors, the galleries, and the dome during the hours when the Exposition is open.

All these are exhibits in Jackson Park proper, and admission to them all is covered by the entrance fee of 50 cents. In addition to the above, this one fee of 50 cents secures admission to the grounds of the Midway plaisance.

I have the honor to submit herewith a list of special entertainments and outside exhibits, in which are noted those that are free to the public and those to which admission is charged. In the latter case the price of admission is given. The list also includes the various concessionary exhibits used for the transportation of passengers and the charges authorized in each instance. I have the honor to be

Very respectfully yours,
GEORGE R. DAVIS, *Director General.*

ENTERTAINMENTS.

Constantinople street scene, Turkish theatre (two performances daily), 50 cents; Persian tent, 25 cents; panorama, Syrian photos, 25 cents; Turkish restaurant, native musical performances, tribe of Bedouins, 25 cents.

Cairo street, admission until 11 a. m., 25 cents; reserved seats, 25 cents; after that hour free.

Egyptian temple, admission 25 cents.

Dutch East India Village, admission 25 cents.

German Village and Town of medieval times, admission 25 cents.

Natatorium, admission, with use of baths, 50 cents.

Eskimo Village, admission 25 cents.

Moorish Palace, admission 25 cents.

Panorama of Bernese Alps, admission 25 cents.

Panorama of Volcano of Mount Kilauea, admission 50 cents.

Algerian Village, admission 25 cents.

Hungarian Concert Pavilion and Cafe, admission 25 cents.

Venetian Glassware and Mosaics, admission 25 cents.

Chinese Village, admission 25 cents.

Irish Village and Blarney Castle.

Lectures on Animal Locomotion, no admission charge.

Nippon Tea House, admission 10, 25, and 50 cents.

Persian Building, admission 50 cents.

Ruins of the Cliff Dwellers, admission 25 cents.

Costumed Natives of Forty Countries, admission 25 cents.

Typical Irish Village with Native Inhabitants, admission 25 cents.

Japanese Bazars—No admission fee.

Vienna Cafe and Concert Hall, no admission fee.

Competitive Musical Exercises, prices to be approved by Exposition company.

Model of St. Peter's Church, Rome, admission 25 cents.

Hagensback's Zoological Arena, admission to building, 25 cents; seats in amphitheatre from 25 cents to $1.00.

Tunisian Exhibit and Cafe, no admission fee.

Mammoth Crystal Cave, no admission fee.

Model Eiffel Tower, admission 25 cents.

Vienna Maennerchor Society, prices to be approved by bureau of music.

Whaling Bark. Process, admission 25 cents.

Electric Scenic Theatre, admission 25 cents.

East Indian Wares, no admission fee.

Festival Hall, admission $1.00.

Captive Balloon, admission to inclosure, 25 cents; trip in balloon $2.00.

Constantinople Street Scenes, Sedan chairs rent, with two native carriers, $1 per hour.

Cairo Street Scenes, donkey and camel rides, 50 cents per hour for donkeys; 25 cents for ride through street on camel.

World's Fair Steamship Company, transportation of passengers to and from Jackson park, round trip 25 cents.

Electric Intramural Railway, ten cents round trip.

Steam Launches, transportation through outer lagoons, basins, and Lake Michigan; ronnd trip, 25 cents.

Electric Launches, transportation through lagoons and basins, round trip, 25 cents.

Wheel Chairs, roller chairs about grounds and buildings, 75 cents per hour with attendant, 40 cents per hour without service of an attendant.

Venetian Gondolas and Barges, about lagoons and basins with gondoliers, 50 cents per round trip.

Elevators in Transportation Building, ten cents per ride.

Elevators to the Roof of the Manufactures Building, 50 cents for trip.

Vertical Revolving Wheel, 50 cents per ride of two round trips.

Movable Sidewalk, Long Pier—Electrically propelled sidewalk, 5 cents per ride from shore to end of sidewalk, or *vice versa.*

PRAISE AS STIMULUS.

BY LOUISE FOSTER.

EVERY effort had failed, and in my mental day-book I had written against Tom's name "Incorrigible." My inventive faculty for punishment had been worked to the utmost; he had staid "after school," had sat still for a prescribed time, had written words by the hundred on his slate, and sometimes even whole phrases, for in this particular school moral sentences were considered corrective. As a last resort he had been banished from the room. But all in vain, Tom was still uncured. And what was his particular fault? It is hard to define his daily course; it simply did not "work for righteousness." He was an adept in finding out my pet prejudices and adopting them as his pet pastime. His pranks and perpetual good temper won him many friends; every boy might at any time be his "chum." In spite of his vagaries he was a favorite with me too, for he always had an answer ready, delivered with unfailing promptness and good humor. Isn't the quick, mentally active boy always the energetic, obstreperous boy?

One day Tom had worried me more than usual and I heaved a sigh of relief as I gave out an unusually difficult problem in arithmetic. I knew that he was reduced to order for one while. Pretty soon however, he came up with the problem correctly solved, and his eager, exultant face drew from me unhesitatingly some generous praise and the remark that he ought to be in the next class. I shall never forget the sudden flush and the breathlessness with which he said, "I would work!" It opened my eyes; I saw my mistake; all that was needed was to arouse his ambition and to direct his energies. I had accomplished the former, unwittingly, it is true, but none the less actually; the latter might also be accomplished by means of sympathy and encouragement. And it was; many a time my own patience failed me, and then of course, Tom returned to his old obstreperous ways, but we struggled up again and finally succeeded. This little experience did much for me.

As I look back upon my own youthful days, I can remember the very small modicum of praise which I received. If I did right, it was no more than was to be expected, and therefore nothing to my credit. Of course I deserved no praise, and I got none; I grew up expecting to do my duty, or take the consequences, and as a result distrusted much generous praise, which later comes to me from the world outside. Praise from some one whom we value is high reward; it may be bestowed by one even upon whom we do not look with favor and be here also high reward, but it must be impulsively given, generously bestowed, or it loses its value. And why is it not a suitable reward to hold up to our scholars?

Boys and girls have an exceedingly keen sense of justice, and know when they have done well, or at least have tried hard, which often means the same thing to them. But they have little perseverance, and that is natural. They are growing mentally and increasing in every way their score of experiences with which to fill up the mental warehouse. Attracted now by this, now by that, they wander here and there like will-o'-the-wisps and stick to nothing. The faculty of stick-to-it-iveness must be cultivated, and that is best accomplished through reward. Big and little, young and old, all work on in hope of winning some goal which shall serve as reward for all the labor undergone. Sometimes it is ideal success, sometimes it is material success. With boys and girls it is usually the latter. That success is assured to them by the teacher's praise. The bright boy is like a full-blooded horse, on his mettle, ready to respond to the prick of the spur. He answers the confidence placed in him with worthy generous action, and earns the praise offered him by renewed effort. The average girl does not lag behind the bright boy. And I have noticed that the action of such boys and girls will curb and control comrades of less delicate moral sense, to the abounding advantage of all.

Such a course requires patience and discernment on the part of the teacher. The misdeed stands out in glaring prominence, and the condemning looks and words for some reason always seem uppermost. It is so easy to say, "Stay after school, Jones," or "Leave the room, Brown." And then, afterwards, upon investigation, the affair was really most trifling, and a laughing word might have changed the whole course of events.

Generous praise and true hearty interest in my scholars are my weapons of dis-

cipline and self-protection. Tolstoi has a story in which he tells of the anarchy in a school and its final conquest by the natural interest and curiosity aroused in the scholars. They are not machines, and they resent half-hearted treatment. Praise generously administered is more stimulating than the prick of a sarcastic word, or the sting of the lash.—*Popular Educator.*

WORK.

THOMAS CARLYLE.

THERE is a perennial nobleness, and even sacredness, in work. Were he never so benighted, forgetful of his high calling, there is always hope in a man that actually and earnestly works; in idleness alone is there perpetual despair. Work, never so mammonish, mean, is in communication with Nature: the real desire to get work done will itself lead one more and more to truth, to Nature's appointments and regulations, which are truth.

Blessed is he who has found his work; let him ask no other blessedness. He has a work, a life-purpose: he has found it, and will follow it. How, as a free-flowing channel, dug and torn by noble force through the sour mud-swamp of one's existence, like an ever-deepening river there, it runs and flows!—draining off the sour, festering water gradually from the root of the remotest grass blade; making, instead of pestilential swamp, a green, fruitful meadow with its clear-flowing stream. How blessed for the meadow itself, let the stream and its value be great or small!

Labor is life; from the inmost heart of the worker rises his God-given force, the sacred celestial life-essence, breathed into him by Almighty God, from his inmost heart awakens him to all nobleness, to all knowledge, "self-knowledge," and much else, so soon as work fitly begins. Knowledge! the knowledge that will hold good in working, cleave thou to that; for Nature herself accredits that, says Yea to that. Properly, thou hast no other knowledge but what thou hast got by working: the rest is yet all a hypothesis of knowledge; a thing to be argued of in schools, a thing floating in the clouds in endless logic vortices till we try it and fix it. "Doubt, of whatever kind, can be ended by action alone."

Older than all preached gospels was this unpreached, inarticulate, but ineradicable, forever-enduring gospel: Work, and therein have well-being. Man, son of earth and heaven, lies there not, in the innermost heart of thee, a spirit of active method, a force for work:—and burns like a painfully smoldering fire, giving thee no rest till thou unfold it, till thou write it down in beneficent facts around thee! What is immethodic, waste, thou shalt make methodic, regulated, arable, obedient and productive to thee. Wheresoever thou findest disorder, there is thy eternal enemy: attack him swiftly, subdue him; make order of him, the subject not of chaos, but of intelligence, divinity, and thee! The thistle that grows in thy path, dig it out that a blade of useful grass, a drop of nourishing milk, may grow there instead, The waste cotton-shrub, gather its waste white down, spin it, weave it; that in place of idle litter, there may be folded webs, and the naked skin of man be covered.

But, above all, where thou findest ignorance, stupidity, brute-mindedness—attack it, I say; smite it wisely, unweariedly, and rest not while thou livest and it lives; but smite, smite in the name of God! The highest God, as I understand it, does audibly so command thee; still audibly, if thou have ears to hear. He, even He, with His unspoken voice, is fuller than any Sinai thunders, or syllabled speech of whirlwinds; for the SILENCE of deep eternities, of worlds from beyond the morning stars, does it not speak to thee? The unborn ages; the old graves, with their long-mouldering dust, the very tears that wetted it, now all dry—do not these speak to thee what ear hath not heard? The deep death-kingdoms, the stars in their never-resting courses, all space and all time, proclaim it to thee in continual silent admonition. Thou, too, if ever man should, shalt work while it is called to-day; for the night cometh, wherein no man can work.

All true work is sacred; in all true work, were it but true hand-labor, there is something of divineness. Labor, wide as the earth, has its summits in Heaven. Sweat of the brow; and up from that to sweat of the brain, sweat of the heart; which includes all Kepler calculations, Newton meditations, all sciences, all spoken epics, all acted heroism, martyrdoms—up to that "agony of bloody sweat," which all men have called divine!

O brother, if this is not "worship," then I say, the more pity for worship; for this is the noblest thing yet discovered under God's sky.

Who art thou that complainest of thy life of toil? Complain not. Look up, my wearied brother, see thy fellow-workmen there, in God's eternity; surviving there, they alone surviving: sacred band of the immortals, celestial body-guard of the empire of mind. Even in the weak human memory they survive so long, as saints, as heroes, as gods; they alone surviving: peopling, they alone, the immeasured solitudes of Time! To thee Heaven, though severe, is not unkind; Heaven is kind—as a noble mother; as that Spartan mother, saying while she gave her son his shield, "WITH IT, MY SON, OR UPON IT!" Thou, too, shalt return home in honor, to thy far-distant home in honor; doubt it not—if in the battle thou keep thy shield! Thou, in the eternities and deepest death-kingdoms, art not an alien; thou everywhere art a denizen! Complain not: the very Spartans did not complain.

HOLIDAYS.

BY MARGARET E. SANGSTER.

MANY need a holiday more for the sake of their spirit than for their body; they do, especially, who are much engaged in the school-room, society, pressing home cares, or philanthropic work, and who minister to their fellows from the richest store of their heart, and whose emotional power becomes exhausted in the service. Just before the holiday dawns, they wonder what has come to them that all life should suddenly be "sicklied o'er with the pale cast of thought," that they should think so ill of the world and so meanly of themselves and of their work—being unaware of the fact that, though they may be apparently in their usual health, virtue has gone out of them for the healing of the multitude, leaving them spiritless and jaded. Such persons ought to be laid under an interdict to see and hear nothing but pleasant things until the term of their holiday is reached.

The moral benefits of a holiday wisely spent are endless, and not the least is that of being for a while detached from our several little worlds and wandering in God's wider one, and the wholesome feeling one gains by the excursion, which comes when we learn how small is the one and how large is the other. At home, in the office, in the school, or in the pulpit, we are very important; but abroad we are but one among a thousand equally undistinguished. The gifts of which, perhaps, we were proud at home, serve us not abroad, and under different circumstances, where talents other than our own are in request. The fisherman we chat with on the beach, and the man at the wheel in the vessel in which we sail, have something to teach us.

It is good to get far enough away from our work to see it in its true proportions; like an artist who steps back a dozen paces from his picture that he may see its effect, and know where to labor on it with all his strength, and where he must touch it lightly.

And, blessed above all, when the holiday is done, is the feeling with which we return, of reconciliation to our lot, as the one, all things considered, best fitted for us; thankful, too, for the familiar faces, the mercies of our common days, and a-hungered for our work; and with the sense of all things having become new. So little is needed to transform the universe; just one touch of renewal upon our spirit, and a little anointing of the eyes, and the miracle is wrought!

Those whom a fortnight must suffice for a holiday, and who feel that little space is to be long and much, look forward to it half the year, and when it is over, remember the taste of it as long; and when the evil times come, the long spells of nursing or of work, glimpses of the vanished blessedness, some vision of a waterfall, or a sunset, or the faint echo of a dove's note in the wood, rise in the memory to bless them in the sick chamber or the shop; and the clerk who hurries to his desk in the November fog catches sight of a picture in the print-seller's window which at once recalls his holiday, and sends him through the monotony of the day with the impetus of a remembered joy.

One needs special grace on holidays, chiefly that he may leave his cares behind him. To do this, is, perhaps, more an art than a grace. Some are never perfected in it; others acquire it only after long servitude. Then, what grace is needed to restrain the spirit of the fault-finder, and to be content in holidays, with

the sojourner's fare! And many sorely lack the grace of a quiet eye; their holiday is one breathless hunt for the picturesque; they have not the wit to sit still and let the beauty of nature flash upon them unawares and of its own accord; or to know that a mountain or a fair landscape must be lived with and studied in all its modes and degrees of light and shade, in order to be known.—*University Review.*

RELATION OF MIND AND BRAIN.

BY SUPT. THOS. M. BALLIET.

THE brain is composed of a layer of cellular matter on the outer surface and fibrous matter within. The function of the cells is to generate nerve energy, that of the fibres to communicate it. All conscious mental action takes place in the cells; the fibres form the physical basis of association and are the telegraph wires connecting the cells with one another and with other parts of the body. While the hemispheres of the brain have long since been regarded as the organs of the mind, it is only a little over twenty years since it was discovered that different parts of the outer gray layer perform different functions. We see with one part of this layer, hear with another part, smell, taste, and touch with still other portions. Indeed, it is probable that heat and cold and impressions coming from the muscles, joints, and ligaments of the body, are perceived by different parts of the brain. If you draw a dull metallic point across the cheek it feels alternately cold and warm. There are spots on the skin where we seem to perceive only cold, and others where we perceive only heat. It is supposed, though not proved, that even heat and cold are perceived by different sensory nerves.

The cells with which we see have been quite definitely located in the back lobes of the brain, and those with which we hear in the temporal lobes. The exact location of the rest is not so certain as their existence—which latter is the important fact considered from an educational standpoint. The conscious processes of seeing, hearing, tasting, smelling, etc., are carried on in these brain cells, and not in the eye, ear, or other sense organs. Waves of light stimulate the optic nerve and produce the sensation of color; waves of sound stimulate the auditory nerve and produce the sensation of sound. This stimulation of these cells through sense impressions constitutes the education of the various senses.

But we do not merely perceive with these groups of cells; we also remember by means of them. When we recall the voice of a friend, a tone, a melody, or a harmony, we do it with the same cells with which we hear. In like manner, we recall things seen with the very cells with which we see; tastes, odors, etc., with the cells with which we perceive tastes, odors, etc. Hence each sense has its memory, and we have not "a memory," but memories. Educationally this means that there is no one study or exercise which trains "the memory," as there is no one study or exercise which trains all the senses. Each memory must receive its own special training. Memorizing the words of the book used to be defended in school on the ground that it "trains the memory." It does train the verbal memory, but not the memory for color, sound, etc. What we commonly call "varieties of memory," as found in different persons, are really so many different memories.

It follows, also, that the means of training the memory of any one of the senses do not differ materially from the means of training the senses. More than this, these groups of cells, or "brain centers," are not only the organs of our senses and our memories, but they are also the organs of our imaginations. I say "imaginations," for as we have not "a memory," but "memories," so we have not "an imagination," but imaginations. We imagine color with the same cells with which we see and recall color; we imagine tones with the same cells with which we see and recall color; we imagine tones with the same cells with which we hear and recall tones. Educationally this means, in the first place, that a thorough training of the senses is required as a basis for the higher processes which I have just called "imagination;" in the second place, it means that there is no one exercise or study which develops "the imagination."

Blindness may be caused by an injury to the eye, by an injury to the optic nerve, or by a disease of the cells in the brain with which we see. A person who is eye-blind still remembers what he has seen, for the cells in the brain are uninjured; so likewise a person who is made

blind by an injury to the optic nerve; but a person whose blindness is due to an injury to the optic brain centre, does not simply not see, but such a person cannot recall anything he has ever seen, and cannot imagine anything he has ever seen. Pathological evidence goes to show that such a person does not even "see darkness" like an eye-blind person. It is interesting to note that Milton's blindness could not have been due to an injury to the visual brain cells. The visual pictures in "Paradise Lost," and his sonnet on his blindness prove that. In like manner if the Iliad was written by Homer and not "by some other man of the same name," his blindness could not have been due to degeneration of the brain centers.

What I have said of the visual centers is true of the auditory centers and of all the rest. Beethoven composed music after he was deaf. His deafness must have been ear-deafness. If his auditory centers had been injured, his imagination of tone would have been gone. But we also dream with the very brain centers with which we perceive, remember and imagine. Consequently persons born blind, whose visual brain-cells have never been stimulated, never dream of things visible; nor those born deaf of things audible. In sense perception the cells are stimulated by sense impressions; in the processes which we call recollection, imagination, and dreaming, they are stimulated by impulses from within the brain. It is an interesting question to determine how long these cells must be stimulated by sense impressions before they can be aroused by a weaker stimulus coming from other parts of the brain. Professor Jastrow of the University of Wisconsin determined this question a few years ago by a series of tests on blind persons. He tested fifty-eight persons. Of these, thirty-two became blind before they had completed their fifth year, and not one of these thirty-two dreams of things seen. Six became blind between the end of their fifth and the end of their seventh year; four of these dream of things seen and two of them not. The remaining twenty who became blind after their seventh year all dream of things seen. From this it would appear that it takes at least five years to educate the brain centers enough to enable them to recall, imagine, and dream, in the absence of the strong stimulus which comes only from sense impressions.—*N. E. Journal of Education.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, JULY, 1893.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

M. C. SCHAEFFER. - - - - J. P. McCASKEY.

IN retiring from the School Department Superintendent Waller can rest content in the consciousness that his administration has fully vindicated Gov. Beaver's judgment in selecting him for that important position.

His term of office has been intelligent, dispassionate, conservative, and judicious, characterized by the judicial temper and equipoise, and an appreciation of the underlying principles embodied in the organic structure of our school system. The law of growth has been steadily maintained at its recognized high level, and without sensationalism the development of its working life has moved forward with a productive usefulness that has been fruitful of good results, and deserves the cordial public recognition which it has everywhere received.

He brought to the service the resources of a liberal education, and the special experience and administrative ability that virtually re-created one of our struggling and embarrassed State Normal Schools, and enabled him thoroughly to understand the professional wants of our common schools and the character and capabilities of our great system of Normal Schools.

Dr. Waller retires from the Department of Public Instruction in the ripe maturity of his mental powers, and with the ability to be eminently successful in other lines and channels of well-directed effort and influence. He carries with him, into whatever field of labor he may enter, the kindly good-will and best wishes of school officers and teachers throughout the Commonwealth, and of the general public as well.

No regular meeting of the National Educational Association will be held this year. An Educational Congress will be in session from July 18th to July 25th as one of the World's Fair Congresses. Many teachers are planning to attend it. President A. G. Lane, Superintendent of the Chicago schools, will aid members in securing boarding places while at the Fair. For this there will be no charge. The membership fee of two dollars may be sent to him by such persons as desire his assistance in securing suitable accommodations during their stay in Chicago.

WE had the pleasure of hearing the baccalaureate address of Dr. Schaeffer to the graduating class of the State Normal School at Millersville, on Sunday morning, June 25th, from the text, "Keep thy heart with all diligence; for out of it are the issues of life." It was an impressive discourse. The class numbered eighty-three graduates, the full attendance at the school being now upwards of nine hundred students.

THE State Appropriation to the schools, for which the warrants are now going out from the Department of Public Instruction, is five millions. Next year it will be five and one-half millions, and the same amount for the year thereafter, the recent Legislature having added a million to the appropriation for the two years, 1894 and 1895.

WE congratulate the State upon the appointment of Dr. J. T. Rothrock, of West Chester, as Botanist of the Forestry Commission appointed under a recent act of the Legislature. He is regarded the best botanist in Pennsylvania, and he is an ardent and judicious advocate of our Forestry interests. Col. A. H. Tyson, of Reading, has been appointed as the engineer of the Commission.

DR. SCHAEFFER will make his home in Lancaster, having leased the desirable residence No. 203 East King street. This city was the home of Dr. Burrowes during all of his manhood life until he became president of the Agricultural College. Dr. Wickersham removed to Lancaster after his appointment to the Superintendency, and it was his home during the rest of his life. Dr. Higbee lived here during almost the whole of his term of service. And Dr. Schaeffer will, we think, be the fourth State Superintendent of distinction whom Lancaster will be proud to reckon upon the honor roll of those who have been her best known and most useful citizens.

THE Directory of the World's Columbian Exposition has decided that a series of world's congresses shall be held at Chicago during the summer. The arrangement for these congresses has been entrusted, with the approval of the Government of the United States, to the World's Congress Auxiliary, under the presidency of Mr. Charles C. Bonney, of Chicago. The management of the special Congress on Education in Schools, Elementary, Secondary, and Superior, has been assigned by the World's Congress Auxiliary to the National Education Association of the United States. A committee of arrangements has been appointed by this body, under the chairmanship of the Commissioner of Education for the United States, Hon. Wm. T. Harris, for the completion of all details and the invitation of delegates. The Congress will be held in Chicago during the week beginning July 25, 1893. It is proposed to have two general sessions, both in the evening, and meetings of the several departments in the forenoons and afternoons. This Congress will be preceded by several special educational conferences, beginning July 17th.

TO THE READERS

OF THE PENNSYLVANIA SCHOOL JOURNAL.

THE symposium in the last issue of *The Pennsylvania School Journal* reminded me of the Emperor Charles V. During one of his journeys through France he was welcomed to Paris in a speech that ascribed to him all possible virtues. He replied: "The great praise which you have bestowed upon me is dear to me, because it reminds me of what I should be." The many good qualities which enthusiastic friends ascribe to me in *The Journal* for June, plainly indicate what I should strive to be, not what I now am.

In assuming the duties of the State Superintendent of Public Instruction, I cherish, among other things, the ambition to be more than merely a nominal editor of *The School Journal*. It is the official organ of the School Department at Harrisburg, and an invaluable channel

for reaching all who are connected with the school system. Personal contact with thousands of school directors and teachers is impossible. The only alternative is to reach them through the printed page. *The Journal* can only be an effective instrument for good in so far as it is read by directors, teachers and advanced pupils, especially those preparing to teach. The School Department has an appropriation to pay for a copy for the Secretary of every School Board in the State. The other members of the School Board should also be in touch with the School Department; and this is not possible unless the Board exercises its right to subscribe for copies for them, paying for the same out of the school funds at their disposal. I do not know any other direction in which so small a sum of money can be expended with equal benefit to the schools of the district. It is the only remuneration which School Directors can receive for the discharge of their important and trying duties, and it is directly in line with their official duties as the guardians and directors of our educational system.

Every cultured home has a library and a reading table, containing books and periodicals suitable for children to read. Is it not possible to make the school as attractive as our best homes? Can we not have a reading table in every school of Pennsylvania? *The Journal* is a magazine devoted to the interests of the School and the Home, and I should like to make it even more worthy than it has been in the past, of a place upon the reading table of every school and every home in the Commonwealth.

A leading aim will be to give the results of the latest studies and investigations in the department of pedagogy, as well as an account of interesting movements in the educational world. Recent legislation upon school matters, and the decisions upon perplexing questions connected therewith, will be published more fully than ever before for the benefit of all who are connected with our excellent system of schools.

Upon one question this age is practically agreed. However much men may differ in creeds, customs and social life, and however widely their views and interests may differ upon questions of finance, protection and political economy, the civilized world is practically agreed upon the supreme importance of popular education. Even far distant countries like Japan, New Zealand and Madagascar have adopted and put into operation most excellent systems of public instruction. Half a century ago people talked of the rights of the parents and the duties of the children. To-day discussion turns upon the rights of children and the duties of parents, especially the right of the child to the best education possible and the duty of parents and citizens to provide for the same. The servants of the people in the halls of legislation no longer dare to vote against liberal appropriations for popular education.

To mediate between the old and the new, to abolish the defects of the present without sacrificing the heritage of the past, to provide an education that will fit our children to hold their own in the competition with the educated labor of other lands, to develop loyal and good citizens out of the children of the foreigners whom our industrial life attracts in marvelous numbers to Pennsylvania, to bridge the chasm which separates the public schools from our higher institutions of learning, to keep the teachers and directors alive on the many educational questions which call for solution in the closing decade of the nineteenth century—surely these are aims lofty enough to satisfy the ambition of an archangel. That *The School Journal* may continue to help the workers in this vast field of effort, is the hope which the undersigned cherishes in assuming editorial duties in connection with the office of State Superintendent.

NATHAN C. SCHAEFFER.

LOWER MERION TOWNSHIP.

FRIDAY, June 23, was a notable day for the people of Lower Merion Township, in Montgomery county. The Duke and the Duchess Veragua, and five hundred other Spanish and American guests, accompanied Mr. Geo. W. Childs to his country home at Wootton, attended a lawn party, and planted trees. No country has lost more than Spain in the deterioration of her soil through the destruction of forests, and this action of the stranger should be a warning to the people of America.

On the afternoon of the same day, the children and citizens held graduation exercises in the advanced schools of the township. In the evening the several

graduates assembled at Ardmore to receive their diplomas. Addresses were made by Dr. N. C. Schaeffer and Hon. H. C. Hickok, the latter the first and the former the last State Superintendent of Pennsylvania since the erection of the bureau of education into a Department at Harrisburg. Mr. Hickok lauded the Directors for their wisdom in selecting a skilled teacher to supervise the schools, and in re-electing him at an advanced salary for the next three years. In glowing terms he described the zeal, fidelity and efficiency of Supt. J. I. Robb, who is showing the value of careful local supervision in the schools of a township.

The diplomas were presented to the class in a neat speech by the President of the Board, Wm. McGeorge, Esq., who raised the question why the fair sex should be so largely in the majority in the graduating class. Are the boys not born in Lower Merion township? or do they die too early? or do they lack the brains necessary to complete a course of study?" Pertinent questions like these were asked with telling effect for the purpose of arousing the ambition of the boys.

Ex-State Supt. Hickok has been without doubt, one of the most far-seeing and most useful men that Pennsylvania has known in her educational history. Greatness is not measured by wealth or by scholarship, but by the moulding influence which a man exerts upon the life of the race. Everywhere the results of this man's energy and wisdom as State Superintedent are visible. Very much of the superiority in school affairs which Pennsylvania has attained over other States, is due to his foresight and skill in securing at a critical period the preparation and passage of the Normal School law; in retaining the County Superintendency as a part of our educational system against the most bitter opposition; in securing the passage of the Separation act, which created the Department of Public Instruction; and in having *The Pennsylvania School Journal* made the official organ of this Department. The result of his work in connection with these four strong features of our system of education is of incalculable and ever-cumulative benefit to the State. We have the laws. We need only to go forward with the work. The development of the Superintendency alone in cities, boroughs and townships is destined to give Pennsylvania the best school supervision in the world.

UNIVERSITY EXTENSION.

THE success which attended the Oxford summer meeting in England has encouraged the American society to adopt a similar plan for the coming season in Philadelphia, as this city has been the headquarters of the organization from the beginning. The courses will be given at the University of Pennsylvania, extending from July 5 to August 3, and the admirable facilities of that institution, its library, laboratories, museums and classrooms, will be open to those taking the courses. Lectures will be given by specialists from the various Universities in Pedagogy, American History, European History, Literature, Natural Science, Sanitation and Hygiene, and Music. It will enroll as students all who have an interest in this great movement for popular education and social reform. It is held especially for busy men and women who can get away from their work but for a week or more; for teachers and members of the Extension centres.

The "summer meeting" differs from a summer school, it being held primarily for those who are already bound by common interests, and it has the advantage over a conference or convention in that its courses are of sufficient length to be interesting and instructive. Moreover, it has the advantage over summer gatherings in that it is a part of a movement which, in proceeding, as it does, from universities, has enrolled thousands of earnest students; is formally organized in scores of cities, towns and villages of the United States and Canada; that it is under university influence, utilizing university facilities for higher instruction, its professors and instructors in many ways, its libraries, museums, laboratories, etc. It might rank with formal university residence were it not for the fact that no academic preparation is required and no degree is given. Had it not been for the Oxford summer meeting, the University Extension would never have attained its present proportions.

The instruction in American history will be given by a systematic course of lectures and classes, by seminaries and by regional surveys, which will give an opportunity to visit prominent points of historical interest in and near Philadelphia, under the guidance of a University specialist. A special seminary will be given for those who wish to study the colonial

or revolutionary period. Special brief courses will be given in particular American institutions, showing their origin, strength developed, and the evils which have intertwined in their growth. Such courses are the history of the American newspaper press, of the American magazine, the American stage, art and architecture, educational administration, the Christian Church in America, American shipping and American railways.

The course in European History will deal with the most interesting period in the history of Europe, the sixteenth century. One course will be given on the Renaissance, and will be followed bv one on the Reformation. The lectures will be illustrated by means of the oxy-hydrogen light, with views especially prepared by the lecturers for this purpose. In the natural science courses instruction will be given by means of lectures and laboratory work in general biology, geology and botany.

Instruction will be given in the history of music, with particular reference to the origin and gradual development of the scale, counterpoint, and harmony. The course will present fully the system so successfully used by the professor of music in the University of Pennsylvania. Two special lectures of unusual interest will be delivered, one on national characteristics in music, illustrated by a concert of ballads and songs, and one on the progress of song-writing from the eighteenth century to the present time, illustrated by the songs of representative composers.

Philadelphia offers peculiar advantages for such a meeting. It has held a prominent place in the military and political history of the nation, and offers, with its suburbs, a unique wealth of historical associations. It has a University, with over 2000 students, providing the needful equipment of libraries, museums, etc., and a number of professors who will deliver courses of lectures and conduct the seminaries of the summer programme. Beside the University of Pennsylvania, Cornell, Johns Hopkins, Harvard and many of the neighboring colleges will be represented in the corps of instructors.

OFFICIAL DEPARTMENT.

DEPARTMENT PUBLIC INSTRUCTION,
HARRISBURG, July, 1893.

THE following important acts of Assembly, passed at the recent session of the Legislature, have been approved by Governor Pattison and are now a part of the school law of the State of Pennsylvania:

RELATING TO SUPERINTENDENTS.

AN ACT to prevent County Superintendents of common schools from engaging in the profession of teaching during their term of office unless it be done without compensation.

SEC. 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same: That from and after the passage of this act it shall be unlawful for any person holding the office of county superintendent of common schools to engage in the business or profession of teaching in any of the schools of the Commonwealth, unless it be done without any other compensation than that paid him as county superintendent.

SEC. 2. Any violation of the provisions of this act on the part of any county superintendent shall be deemed a sufficient cause for removal from office by the State Superintendent of Public Instruction.

Approved the 26th day of April, A. D. 1893. ROBT. E. PATTISON.

FREE TEXT BOOKS FOR SCHOOLS.

AN ACT to amend the first section of an act entitled "An Act authorizing school directors to purchase school books out of the district fund" approved June twenty-fifth, one thousand eight hundred and eighty-five, by requiring school directors or controllers to furnish school books and other school supplies free of cost.

SECTION 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same, That section first of an act entitled "An act authorizing school directors to purchase school books out of the district funds," approved June twenty-fifth, one thousand eight hundred and eighty-five, which reads as follows:

"That school directors or controllers may purchase text-books for use in the public schools of their respective school districts out of the school funds of the district, and when so procured the necessary books shall be supplied free of cost to each pupil for use in the schools of said district, subject to the orders of the directors thereof, whose duty it shall be to provide for the safe-keeping and care of the books, which shall be returned at the close of the annual school term in each year or as the board may direct," be and the same is hereby amended so as to read as follows:

Sec. 1. That school directors or controllers shall purchase text books and other necessary school supplies for use in the public schools of their respective school districts as such new text-books and supplies are required, in addition to those at present in use in the hands of pupils, or owned by the school districts, out of the school fund of the district, and when so procured the necessary books and school supplies shall be furnished free of cost for use in the schools of said district, subject to the orders of the directors or controllers thereof, whose duty it shall be to provide for the return of and for the safe keeping and care of the books, which shall be returned at the close of the annual school term in each year or as the board may direct.

Approved May 18, 1893.

ROBERT E. PATTISON.

PERMANENT CERTIFICATES TO COLLEGE GRADUATES.

AN ACT to authorize the State Superintendent of Public Instruction to grant permanent State teachers' certificates to graduates of recognized literary and scientific colleges.

SEC. 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same: That after the passage of this act the State Superintendent of Pubiic Instruction be empowered to, and shall grant without examination permanent State teachers' certificates to all applicants therefor who are graduates of recognized literary or scientific colleges legally empowered to confer the degrees of Bachelor of Arts (B. A.) Master of Arts (M. A.) Bachelor of Science (B. S.) Master of Science and Bachelor of Philosophy (Ph. B.) and whose course of study embraces not less than four collegiate years. *Provided:* Said applicants are at least twenty-one years of age, and have taught at least three full annual terms in the public schools of the Commonwealth after graduation. *Provided further;* That each applicant shall produce to the said State Superintendent of Public Instruction a certificate from the school board or boards countersigned by the County Superintendent of the same county where he or she last taught, showing that the said applicant is a person of good moral character and has been successful as a teacher in the public schools during said term. *And provided further:* That said certificates shall be granted by the State Superintendent of Public Instruction after having received satisfactory evidence from the said applicants that they have complied with the requirements of this act.

SEC. 2. That the forms of application to be submitted by applicants and the certificates to be issued in accordance with the provisions of this act shall be prescribed and determined by the Superintendent of Public Instruction, and he shall have authority to annul such certificate granted by himself or predecessors in office, upon complaint duly proven of incompetency, cruelty, negligence, or immorality on the part of the holder thereof.

SEC. 3. All acts or parts of acts inconsistent herewith are hereby repealed.

Approved the 10th day of May, A. D. 1893.

ROBT. E. PATTISON.

SALARIES OF COUNTY SUPERINTENDENTS.

AN ACT to amend an act entitled "An act prescribing the mode of fixing the salaries of County Superintendents of common schools" approved the 29th day of April, A. D. 1878, amending the same by fixing the minimum salaries to be paid said superintendents.

SEC. 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same: That section one of an act entitled, "An act prescribing the mode of fixing the salaries of county superintendents of common schools," approved the 29th day of April, 1878, which reads as follows:

"SEC. 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same: That the salary of each County Superintendent of common schools elected according to law in the year one thousand eight hundred and seventy-eight and thereafter, shall be four dollars and fifty cents each for each school in his jurisdiction at the time of his election, to be paid out of the general fund appropriated for common schools; *Provided*, That the salary of a county superintendent shall in no case be less than eight hundred dollars nor more than two thousand dollars per annum, and in counties with over one hundred schools it shall not be less than one thousand dollars; *And provided further:* That conventions of school directors when assembled for the purpose of electing a county superintendent may vote him a salary greater than the amount he would receive by this act, such increase to be in all cases taken from the school fund of the county thus voting; That in all counties having over one hundred and ninety schools, or twelve hundred square miles of territory, or a school term exceeding seven and one-half months, the salaries of said superintendents shall not be less than fifteen hundred dollars," be and the same is hereby amended so as to read as follows:

SEC. 1. That the salary of each county superintendent of common schools elected according to law in the year one thousand eight hundred and ninety-three and thereafter shall be four dollars and fifty cents for each school in his jurisdiction at the time of his election, to be paid out of the general fund appropriated for common schools; *Provided*, That the salary of a county superintendent shall in no case be less than one thousand dollars nor more than two thousand dollars per annum; *And provided*

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further: That conventions of school directors when assembled for the purpose of electing a county superintendent may vote him a salary greater than the amount he would receive by this act, such increase to be in all cases taken from the school fund of the county thus voting; That in all counties having over one hundred and ninety schools, or twelve hundred square miles of territory, or a school term exceeding seven and one-half months, the salaries of said superintendents shall not be less than fifteen hundred dollars.

Approved the 23d day of May, A. D. 1893.
ROBT. E. PATTISON.

APPROPRIATIONS TO STATE NORMAL SCHOOLS.

AN ACT making an appropriation for the State Normal Schools of this Commonwealth.

SEC. 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same: That for the several State Normal Schools organized and accepted as such under the laws of this Commonwealth, the sum of one hundred and thirty thousand dollars be and the same is hereby specifically appropriated for the school year beginning the first Monday of June, Anno Domini one thousand eight hundred and ninety-three; and further that a like sum be and is hereby specifically appropriated for the school year beginning on the first Monday of June, Anno Domini one thousand eight hundred and ninety-four: The said sums to be distributed equally among the thirteen State Normal Schools of the Commonwealth, and to be paid on the warrant of the Superintendent of Public Instruction on the receipt of the annual financial statement and the report of the several schools.

Approved the 2d day of June, A. D. 1893.
ROBT. E. PATTISON.

ADDITIONAL APPROPRIATIONS TO NORMAL SCHOOLS.

The sum of thirty-five thousand dollars was appropriated to West Chester State Normal School, of the First district, for the following purposes: The sum of $25,000 for the erection and completion of recitation hall and infirmary; and $10,000 for the altering and refitting of the school buildings.

The sum of forty thousand dollars was appropriated to the Millersville Normal School, of the Second district, for the following purposes: The sum of $10,000 for the completion of a building for library purposes, study hall, etc.; the sum of $20,000 for the completion of a building for scientific purposes, including a chemical laboratory, and for manual training; and the sum of $10,000 for a system of electric lighting.

The sum of seventeen thousand five hundred dollars was appropriated to the Kutztown State Normal School, of the Third district, for the purpose of completing and equipping the male dormitory building.

The sum of twenty-five thousand dollars was appropriated to the East Stroudsburg State Normal School, of the Fourth district, for the purpose of completing the buildings, furnishing the same, and providing the necessary library and apparatus.

The sum of forty thousand dollars was appropriated to the Mansfield State Normal School, of the Fifth district, for the special purpose of erecting, enlarging, and remodeling school buildings and furnishing the same, and improving the sanitary condition of buildings.

The sum of fifty thousand dollars was appropriated to the Bloomsburg State Normal School, of the Sixth district, for the purpose of paying for erection, furnishing, heating and lighting of a building now in process of construction which is to supply additional class-rooms, dormitories, and a gymnasium.

The sum of fifty thousand dollars was appropriated to the Cumberland Valley State Normal School, of the Seventh district, located at Shippensburg, Cumberland county, for the purpose of erecting an additional building for the dormitories and rearranging the present building.

The sum of eleven thousand five hundred dollars was appropriated to the Central Normal School Association, of the Eighth district, at Lock Haven, Clinton county, for the purchase of land necessary to secure a full supply of water for the school, and for the erection of an engine-house wherein to provide steam-heat and power to distribute heat and light to the buildings of the institution, and to pump the supply of water, and for any machinery or attachments that may be necessary therefor.

The sum of forty-four thousand dollars was appropriated to the Indiana State Normal School, of the Ninth district, located at Indiana, Indiana county, for the following purposes: The sum of $2,000 for a new roof to present buildings; for kitchen and laundry additions, $4,000; for interior changes in present building, $1, 500; or model school building, $12,500; for boys' dormitory, $20,000; for equipment of last two additions, $4,000.

The sum of fifteen thousand dollars was appropriated to the South Western State Normal School, of the Tenth district, located at California, Washington county, to cover the deficiency of a new building already completed.

The sum of forty thousand dollars was appropriated to the Slippery Rock State Normal School, of the Eleventh district, located at Slippery Rock, Butler county, for the following purposes: The sum of $20,000 for completing the building now in course of erection, and the sum of $20,000 for making an extension to the ladies' dormitory.

In the case of each of the above appropria-

tions it is provided, "That no part of the money herein appropriated shall become available until the trustees of said school shall cause a mortgage to be placed upon the grounds and buildings for the amount of money herein appropriated, to be executed to the Commonwealth, creating a lien upon the said property; *Provided further:* That the property of the school shall be insured for the benefit of the Commonwealth for a sum not less than two-thirds of the value of the same. The said appropriation to be paid on the warrant of the Auditor-General on a settlement made by him and the State Treasurer, but no warrant shall be drawn on settlement made until the trustees of said Normal School shall have made, under oath, to the Auditor-General a report containing a specifically itemized statement of the receipts from all sources and expenses of said Normal School, together with a specifically itemized statement of the said new buildings during the previous quarter, with the cash balance on hand, and the same is approved by him and the State Treasurer, nor until the Treasurer shall have sufficient money in the treasury not otherwise appropriated to pay the quarterly installments due said Normal School; and unexpended balances of sums appropriated for specific purposes shall not be used for other purposes whether specific or general, and shall revert to the State Treasury at the close of the two fiscal years."

The sum of fifty-five thousand dollars was also appropriated to the Clarion State Normal School, of the Thirteenth district, in the county of Clarion, for the following purposes: The sum of $35,000 for the erection and equipment of a model school building; and the sum of $20,000 for the erection and equipment of a building for steam heating, electric lighting and laundry purposes; with the proviso: That the sum of $12,000, appropriated to said school under an act of Assembly approved the 16th day of June, 1891, shall not be drawn from the State Treasury, but be permitted to lapse and revert into the treasury upon the 1st day of June, 1893, or if it has or shall be so drawn before that time, said sum shall be deducted from the amount herein appropriated for the erection of a model school building.

SUITABLE AND CONVENIENT OUTHOUSES: HEALTH, DECENCY AND GOOD MORALS.

AN ACT to require boards of school directors and controllers to provide for the better protection of the health and morals of school children in their respective school districts.

SECTION 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same: That boards of school directors and controllers shall provide suitable and convenient water closets for each of the schools under their official jurisdiction, not less than two for each school or school building where both sexes are in attendance, in their respective school districts, with separate means of access for each; and, unless placed at a remote distance one from the other, the approaches or walks thereto shall be separated by a substantial close fence not less than seven feet in height; and it shall be the duty of the directors or controllers to make provision for keeping the water closets in a clean, comfortable and healthful condition.

SEC. 2. Any failure on the part of school directors or controllers to comply with the provisions of this act shall make them liable to be removed from office by the court of quarter sessions of the county in which the schools are located, upon complaint made to the court under oath or affirmation of not less than five taxable citizens resident in the school district in which the school is located.

Approved the 6th day of June, A. D. 1893.

ROBT. E. PATTISON.

CHILDREN OF SOLDIERS.

AN ACT relative to the admission and instruction of children of soldiers of the late war of the rebellion in the common schools of districts outside of those in which their parents, guardians, or others entitled to their custody may reside.

SEC. 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same: That any children of any person who was a soldier in the service of the United States in the late war of the rebellion, being or who shall be temporarily or otherwise within any school district of the Commonwealth, shall upon application be entitled to admission and instruction the same as resident children in the proper common school of such district; and notwithstanding such child or children may have or shall come into such district for the purpose of attendance at such school, and the residence of the parents, guardian, or other person or persons entitled by law to the custody of such child or children be in another district.

Approved the 18th day of April, A. D. 1893. ROBT. E. PATTISON.

AUDITORS IN INDEPENDENT DISTRICTS.

AN ACT to provide for the election, qualification and compensation of auditors in the independent school districts of this Commonwealth.

SEC. 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same: That on and after the passage of this act there shall be elected in each independent school district of this Commonwealth three auditors, one to serve for one year, one for two years, and one for three years, and annually thereafter one each year to serve for the term of three years, to audit and adjust the several school accounts of said district.

SEC. 2. That the auditors in said independent school district shall be qualified and shall perform the duties as township and borough auditors are now required by law to do.

SEC. 3. That from and after the passage of this act the compensation of each independent school district auditor shall be two dollars per diem for each day necessarily employed in the duties of his office, which shall be paid out of the school funds of said district.

Approved the 10th day of May, A. D., 1893.
ROBT. E. PATTISON.

RELATING TO CITY OF PITTSBURG.

AN ACT to prohibit member of boards of control of school districts in cities of the second class (Pittsburg) from holding any office of emolument under or being employed by said boards.

SEC. 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same, That from and after the passage of this act it shall be unlawful for any director or member of the board of control of school districts in any city of the second class within this Commonwealth to hold the office of Secretary of said board or be employed by said board while a member thereof in any capacity in which any compensation is attached.

SEC. 2. All laws or parts of laws inconsistent herewith are hereby repealed.

Approved the 10th day of May, A. D., 1893. ROBT. E. PATTISON.

MORE AMPLE SCHOOL ACCOMMODATIONS.

AN ACT to authorize the courts of common pleas to appoint a competent person to inspect school-houses on complaint of taxable citizens of any school district in which boards of school directors or controllers have failed to provide and maintain proper and adequate school accommodations for the children who are lawfully entitled to school privileges in the district, and prescribing a penalty for neglect of duty on the part of school boards.

SEC. 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same: That, whenever the school directors or controllers of any city, borough, township, or independent school district shall willfully neglect or refuse to provide suitable houses, rooms, or buildings in and for any school district within their jurisdiction and under their supervision and control, with ample room and seating capacity for the reasonable and convenient accommodation of all the school children residing within the district who may be in attendance or who desire to attend the school or schools therein, then ten or more taxable citizens, residents of the said district, may set forth in writing the facts in the case under oath or affirmation of at least six persons who sign the statement and petition the court of common pleas of the county in which said school district is situated, or in vacation any judge of the said court, for the appointment of a competent inspector, and the court or judge thereof may appoint such inspector whose duty it shall be to visit the district, by order of the court or judge thereof, and inquire into the facts set forth in the complaint submitted, giving due notice to the members of the board of directors against whom the complaint for neglect of duty is made, and to other persons concerned, and the said inspector shall report to the court or proper judge thereof, under oath or affirmation, of the result of his personal inspection and investigation accompanied by statements of facts and proofs obtained in the case.

SEC. 2. If after hearing the allegations and proofs offered to substantiate the charges set forth in the complaint or to disprove them, and after having fully and diligently inquired into all the facts and circumstances bearing on the case in point, the aforesaid inspector finds that the directors or controllers have refused, neglected, or failed, without valid cause for such refusal, neglect or failure on their part, to provide and maintain suitable and adequate accommodations for the school children of the district as the law requires, he shall so report to the court or to the judge appointing him, and the court in such case is hereby authorized and empowered to grant a rule upon the directors or controllers then having jurisdiction in the district, or such of them as have willfully neglected or failed without justifiable excuse to perform the duties enjoined upon them by law, to show cause why the court or the judge thereof should not remove them from office and appoint others in their stead until the next annual election for directors.

Approved the 6th day of June, A. D. 1893.
ROBERT E. PATTISON.

ELECTION OF TAX COLLECTORS.

AN ACT to authorize the election of tax collectors for the term of three years in the several boroughs and townships of this Commonwealth.

SEC. 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same: That the qualified voters of every borough and township in the Commonwealth of Pennsylvania shall on the third Tuesday of February after the passage of this act and triennially thereafter vote for and elect one properly qualified person for tax collector in each of said districts who shall serve for the term of three years and shall give a bond annually to be approved by the court.

SEC. 2. All acts or parts of acts inconsistent herewith are hereby repealed.

Approved the 6th day of June, A. D. 1893.
ROBT. E. PATTISON.

COMPULSORY EDUCATION.

THE following is the veto message by Governor Pattison in disappoving the bill providing for Compulsory Education:

"In vetoing the bill in 1891, I took occasion to say: 'This legislation is the first step taken by our Commonwealth in the direction of compulsory education. That feature of a common school system involves serious political, educational and social problems. They have not yet been definitely or satisfactorily solved by the experience of other States in grappling with them; therefore it is needful that sure ground should be occupied, in order that it may be successfully maintained.'

"The State has provided, with increasing liberality, for the education of all the children of all its citizens. While it has furnished the opportunity to all, it has imposed the obligation of attendance upon none. Free attendance upon free schools seems most to befit free people. I am well aware of the necessity claimed to exist for compelling certain classes of the people to avail themselves of the opportunities offered them, but compulsory education is such an invasion upon existing systems in our Commonwealth, that, if it is to be inaugurated, it should be done under the most favorable circumstances.

"It will not avail to pass a law of uncertain character or so widely at variance with the popular sense of what is just, that it shall be a dead letter on the statute books.

"While it is true some of the more objectionable features of the act of 1891 do not appear in the present legislation, yet the purpose of it as herein sought to be enforced, presents certain aspects which in my judgment will not meet with popular approval under the most favorable conditions. This innovation upon our social and educational system is a very doubtful experiment.

"The subjection of homes and families to the espionage which it provides, the investiture of the Secretary of the School Board with the authority of a prosecuting officer, the erection of every Magistrate's office into a Court wherein parents and guardians may be arraigned for an offence against which their poverty is to be a competent plea, the imposition of a fine without any provision for its collection in case payment is refused, and the ambiguous provision that satisfactory excuse to comply with the requirements of this act shall acquit offenders under it, all tend to make the law highly objectionable, if not utterly futile.

"I am by no means convinced that it is in accordance with the more enlightened sentiment of this Commonwealth that a system of compulsory education should be established, nor has the experience of other Commonwealths justified the expectation that compulsory education brings healing on its wings for the ills of the body politic. Whenever such a system is to be engrafted upon the scheme of popular education in Pennsylvania, it must be done with great caution and in a manner to make it effective and to give it a fair trial. The regulation and supervision of it are in no way related to the duties of the office of Lieutenant Governor and Secretary of Internal Affairs as established by the Constitution, yet these functionaries by this law are made part of the Supervisory Board of Education, charged with the duty of enforcing the new system. Assessors are made census-takers of the school children, and teachers are required to report children of whose whereabouts they can have no possible means of information. In many districts, the number of those who are not in attendance upon the schools created and supported by the Commonwealth will be very great. To compel the teachers to inquire into the cause of their absence from the public schools, and to determine whether or not such cause is satisfactory; to require the Secretary of the School Board to hear and determine their excuses before he shall proceed to make complaint before an Alderman or Justice of the Peace; to have these Magistrates, in turn, hear and sift the cases, and finally to refer them to the Courts of Quarter Sessions, will establish a system at once so intricate, burdensome, and elaborate and expensive, that it will either break of its own weight or will be utterly neglected and ineffective.

"Satisfactory causes and satisfactory excuses are vague terms, to be construed according to the caprice of district teachers and school board secretaries. One construction will prevail in one district, and another in an adjoining township. The whole school system will be demoralized, its expense vastly increased, and in the end every heedless and irrepressible parent or guardian, for whose children the law may be intended to provide, will escape accountability to it upon the plea of poverty or other satisfactory excuse.

"From such a condition of things nothing is to be hoped for the promotion of real educational work, or for relief from illiteracy where it prevails to the public detriment. No substantial advantage to any class would ensue, and much civil strife, contention and opposition would be made possible, under the terms of this proposed law."

TEXT OF BILL VETOED.

SEC. 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same, That every parent, guardian, or other person in this Commonwealth having control or charge of a child or children between the ages of eight and twelve years shall be required to send such child or children to a school in which the common English branches are taught during, at least, sixteen weeks of each year in which schools, in their respective districts, shall be in session, unless such child or children shall be excused from such attendance by the board of the school district in which

parent, guardian or other person resides, upon the presentation to said board of satisfactory evidence showing that such child or children are prevented from attendance at school or application to study by mental or physical or other urgent reasons. Provided, That in case there be no public school in session within two miles of the nearest traveled road of any person within the school district, he or she shall not be liable to the provisions of this act. Provided, That this act shall not apply to any child that has been or is being otherwise instructed in the common English branches of learning for a like period of time. And provided further, That the certificate of any principal of any school or educational institution or of any teacher that any child has been or is being so instructed, issued to such child or its parents or guardian, shall be sufficient and satisfactory evidence thereof.

SEC. 2. For every neglect of duty imposed by the first section of this act the person offending shall be guilty of a misdemeanor, and shall, upon conviction thereof before a justice of the peace or alderman, forfeit a fine not exceeding two dollars on the first conviction, and a fine not exceeding five dollars for each subsequent conviction. Provided, Upon condition the defendant or defendants may appeal to the court of quarter sessions of the peace of the proper county within thirty days upon entering into recognizance with one surety for the amount of fine and costs. Provided, however, That before such penalty shall be incurred the parent, guardian or other person liable therefor shall be notified in writing of such liability, and shall have opportunity by compliance with the requirements of this act then and thereafter to avoid the imposition of such penalty.

SEC. 3. It shall be the duty of the assessor of every district at the same time that the annual assessment is made to make in a substantial book, provided by the State for that purpose, a careful and correct list of all children between the ages of eight and twelve years within his district, giving the name, age and residence of each and whether in charge of a parent, guardian or other person, together with such other information as may be deemed necessary, which enumeration shall be returned by said assessor to the county commissioners of the county in which the enumeration is made, whose duty it will be to certify it to the secretary of the proper school district, who shall immediately furnish the principal or teacher of each school with a correct list of all children in his or her district who are subject to the provisions of this act.

SEC. 4. It shall be the duty of each teacher in the school district to report to the secretary of the board of directors or controllers at the close of each school month the names of all children on the list previously furnished by the secretary who were absent, without satisfactory cause, for five successive days during the month for which the report shall be made, when, if it shall appear that any parent, guardian or other person having control of any child or children shall have failed to comply with the provisions of this act after due notification in writing, as provided in section two, the secretary, in the name of the school district, shall proceed against the offending party or parties, in accordance with law, by complaint before any alderman or justice of the peace. Provided, however, The aforesaid penalty shall not be imposed if it shall be satisfactorily proven upon the trial of the case that the parent, guardian or other person so neglecting was unable, by reason of poverty or other satisfactory excuse, to comply with the requirements of this act. Provided further, That if sufficient cause be shown for the neglect of the requirements of this act, the cost of said proceedings shall be paid out of the district funds upon a proper voucher approved by the board of directors or controllers.

SEC. 5. In order that the provisions of this act may be promptly, uniformly and effectively enforced, the Superintendent of Public Instruction, Lieutenant Governor and Secretary of Internal Affairs, as a supervisory board of education, are charged with the duty of formulating from time to time all necessary rules and regulations and furnishing the same to all boards of directors or controllers now or hereafter created. Provided, That such rules and regulations shall apply only to the schools created and supported by the Commonwealth.

SEC. 6. All laws or parts of laws inconsistent herewith are hereby repealed.

THE NEW DOG TAX LAW.

THE new dog tax law which repeals the Act of 1889, will be a great relief to School Boards all over the State, but it will put more work on the County Commissioners' office and also on Councilmen in all cities.

Under the new law the dog tax will be levied for the year 1894, and thereafter, by the County Commissioners, and not by School Directors as heretofore, in all townships and boroughs, and in cities Councilmen will have this duty to perform. The tax upon all dogs over four months old, which is not to exceed four dollars for a female dog and two dollars for a male dog, will be collected by the county and city tax collectors and paid into the county and city treasuries.

The fund must be kept separate from all other county funds, and is to be used, as heretofore, for the payment of sheep killed by dogs. The owners of such sheep must first make complaint to a Justice of the Peace who issues authority to the township or borough auditors, or city authorities, as the case may be, to make an investigation. The auditors have power to summon witnesses and swear them. They then report the facts to the County Commissioners, or City Councilmen, as the case may be, and if the claim is approved, a warrant is then drawn for payment.

The law also provides that if the owner of the offending dog refuses to kill him he must pay all the damages, and the County Commissioners may authorize the constable to dispatch him. All local laws inconsistent herewith have been repealed. The fee of the Justice is $1 for each case; and for the Auditors $1 for each day necessarily occupied.

ITEMS FROM REPORTS.

ADAMS—Supt. Thoman: The school year has ended with considerable interest in the work of the schools. The graded course of study is becoming popular, not only among the teachers and pupils, but people generally. Nine central examinations were held on March 11, as follows: Abbottstown, East Berlin, York Springs, Bendersville, Arendtsville, Fairfield, Gettysburg, Hunterstown and Littlestown. 154 pupils were examined at these examinations. The final examination was held on March 25, at Gettysburg; 61 diplomas and 7 certificates of scholarship were issued. The following is from the *School News*, by the editor, Prof. C. M. Parker: "During the twelve years that we have been connected with the work of grading country schools, we do not know of a single county where as much has been accomplished during the first year as in Adams county, Pa." On May 2d the executive committee of the Directors' Association met in the court-house at Gettysburg. Work preparatory for the annual meeting in November, Institute week, was the object of the meeting. This organization will, it is hoped, be a means of great good in the county.

BLAIR—Supt. Wertz: The closing of the schools shows in many instances creditable results. The number of graduates from some of our High Schools is as follows: Tyrone 22, Hollidaysburg 10, Bellwood 6, and Roaring Spring 2. Some of our teachers are attending different Normal Schools of the State, and others are taking advantage of the training schools within the county, to fit themselves better for the work of their profession.

CAMBRIA—Supt. Leech: Four final examinations were held in the county, namely, at Conemaugh, at Ebensburg, at Morrellville, and at Gallitzin. Thirty-seven pupils presented themselves for examination, of whom 35 passed the prescribed course. Normal classes are being conducted at Ebensburg, Loretto, Hastings, Mountaindale, and Chest Springs.

CUMBERLAND—Supt. Beitzel: All but a few of the rural districts ended their school-year in April. The attendance has been good, except where diphtheria and scarlet fever prevailed. The work of the teachers has been generally very satisfactory. The seven and eight months terms have proved satisfactory experiments.

HUNTINGDON—Supt. Rudy: The graduating exercises of the Mt. Union High School were held May 19. There were six graduates; each rendered his part well. The auditorium of the Presbyterian Church was crowded with an appreciative audience. The class had previously been examined by a committee consisting of Supt. L. S. Shimmell, Profs. Lehman and Silverthorn, and the County Superintendent. The address to the class was made by Prof. Lehman. Handsome diplomas were presented by the School Board.

LEBANON—Supt. Snoke: We have closed an abundantly successful year. May 4th, the first commencement was held at Annville, with a class of eighteen. Dr. E. O. Lyte, of Millersville, was present and spoke on "Education out of School." The third annual commencement of the Cornwall schools was held May 20th. The class contained five members. Dr. Hull, of Millersville, delivered an address on "The Success of To-morrow."

MONROE—Supt. Paul: Arbor Day was generally observed by the schools in session. Not many trees were planted on school-grounds, but appropriate exercises were held. Many trees were planted by the people of the villages and by the farmers, showing that public sentiment in favor of tree-planting is growing. The Trustees of the New Normal School at E. Stroudsburg have elected Prof. Geo. P. Bible, of Indiana, Principal. The fall session will open Sept. 4th. The High School of Stroudsburg will graduate a class of seven; and that of E. Stroudsburg a class of two.

NORTHAMPTON—Supt. Hoch: The spring meeting of the School Directors' Association was held in the court house at Easton, May 2d. The following subjects were discussed: "Should the number of Provisional Certificates be limited by law?" "A Course of Study for Ungraded Schools," etc, Hon. D. J. Waller was present and addressed the directors.

PERRY—Supt. Aumiller: Classes were graduated from the Duncannon, Liverpool, and Millerstown High Schools. Only twenty-two schools were open during the month of May.

PIKE—Supt. Sawyer: An effort was made at the Directors' Convention, held May 2d, to adopt uniform text-books for the county. No decision was reached.

SNYDER—Supt. Hermann: There are three Spring Normal terms held in the county. I assisted Prof. W. W. Walborn several weeks at Freeburg. The class numbers about 50. At Selinsgrove and Adamsburg the classes are about the usual number.

SOMERSET—Supt. Berkey: Ninety-nine applicants for graduation were examined, and sixty-nine were granted diplomas.

UNION—Supt. Johnson: Nine pupils graduated from the New Columbia and Buffalo grammar schools, These schools were under the management of Messrs. E. E. Reeder and Calvin M. Sanders. The exercises throughout were interesting aud elevating.

VENANGO—Supt. Lord: We have just closed one of the very best school years in the history of the county. There has been no serious trouble, and but little dissatisfaction in any of the schools. Our teachers are becoming every year more thoroughly imbued with professional zeal and enthusiasm, and our directors, with but few exceptions, more liberal in their views regarding school-

work. The announcement that hereafter only a continuous school-term will be recognized as legal is heartily welcomed by at least nine-tenths of our directors and citizens. In closing this my last report I desire to tender to the officers of the State Department my sincere thanks for the uniform courtesy and kindness I have experienced at their hands during my nine years of official life.

WYOMING—Supt. Keeler: Tunkhannock borough will build an addition to its school-house during the summer. Nicholson will build a new school-house. Monroe township will consolidate three schools and build one at Beaumont. The new law requiring Independent School Districts to elect auditors was put into operation in the Northmoreland Independent District on the 27th of May, when they elected three auditors in compliance with the terms of the law.

ASHLAND—Supt. Estler: At a special meeting held April 11th, the Board of Directors awarded the contract for the erection of a four-room building. Committees are visiting some of the larger places for the purpose of procuring data as to the best system of heating and ventilating. The most modern is to be introduced.

COLUMBIA—Supt. Hoffman: Our school term closed June 2d. All promotions were made on that day and pupils enrolled in the departments to which they were transferred, so that we are practically organized for the next term. Commencement exercises of an interesting character were held in the Columbia Opera House, June 8th. There were eleven graduates, all of whom acquitted themselves creditably. After conferring the diplomas, a very interesting and instructive address was made by Hon. H. M. North, President of the Board of Directors.

HUNTINGDON—Supt. Shimmell: Two of our teachers, Miss Annie Campbell and Miss Gertrude Kauffman, had an impressive and attractive "Lincoln Exercise" on the anniversary of the death of Mr. Lincoln. Trees were planted on Arbor Day by Mr. Bruce Steele's school in the 4th ward. He had a very elaborate literary programme, and a crowded house to enjoy it. Misses Heffner and Hertzler, of the first primary schools in the 2d ward, each planted a tree in behalf of their schools. Altogether the Huntingdon schools have planted 30 trees during the year.

MAHANOY CITY—Supt. Miller: Our School Board will erect a fine eight-room school-house this summer, and will put new heating apparatus into an old building. Reports of teachers made to me April 1st show that nearly all classes in our schools are farther advanced than they were at the end of the school term last year, and three months of the term yet remain to be added to this gain. Certainly this is a showing of which all may be proud.

NEWPORT (Luzerne Co.)—Supt. Dewey: Our ten months' term will close June 23. The enrollment usually falls off during the ninth and tenth months. The percentage of attendance remains about the same. One hundred and eighty-five pupils were not absent during the month. Thirty trees were planted in the school grounds on Arbor Day. This makes 100 trees planted during the present school year. The Superintendent was re-elected, May 2d, at the same salary, viz., $1,200. The fifth month of evening school closed April 18th. There were enrolled 207 pupils, average enrollment 111, average attendance 63, per cent. of attendance 62.

NORRISTOWN—Supt. Gotwals: Appropriate exercises were held in all the schools on Friday afternoon preceding Arbor Day. Trees were planted in the yard of one of the school buildings.

SCRANTON—Supt. Phillips: The Board of Education, through a committee, is making preparations for a high school building to cost, complete, upwards of $200,000. The committee appointed some weeks ago made, in conjunction with the Superintendent, a tour through the New England States for the purpose of examining high schools. Competition is to be open to all architects wishing to compete. Construction of building is to begin at the earliest possible time. Two new twelve-room buildings are nearly ready for acceptance by the Board.

SHAMOKIN—Supt. Harpel: Our Board has entered into negotiations for the purchase of a new school property in the 2d Ward. The ground selected is one of the finest sites for a school in our city. If purchased, a first-class building will be erected in the near future. Several of our school grounds have been improved and beautified by sodding. Our high school will occupy the third floor of the Washington building next season, and will have very pleasant and commodious rooms, well fitted up for the special work of this grade.

SOUTH EASTON—Supt. Shull: Arbor day was generally observed by the town schools. Trees were planted wherever there was available room. At Porter building a very elaborate programme was carried out in the presence of the pupils and a large number of parents.

WILLIAMSPORT—Supt. Transeau: Principal events of the month were the examinations and closing exercises of our schools. The graduating exercises were held in the Opera House, June 1st. The graduates, fifteen in number, acquitted themselves well, and the School Board and audience were well satisfied that the High School had lost none of its former influence and prestige. I believe that it would add greatly to the High Schools of the State, if the course of study of these schools were more uniform and arranged, at least to some extent, with reference to the requirements for admission to higher institutions of learning. More students of the High School would enter College, if the step could be taken with less effort at the close of the High Scohol course.

THE OLD COTTAGE CLOCK.

Arr. by W. B. HALL.
From "First Steps in Music."

1. That old, old clock of the house-hold stock, Was the bright-est thing and
2. A friend-ly voice was that old, old clock, As it stood in the cor-ner

neat-est: The hands, though old, had a touch of gold, And its chimes sang still the
smil-ing, And blessed the time with a mer-ry chime, All the win-try hours be

sweet-est. 'Twas a mon-it-or too, though its words were few, Yet they liv'd through na-tions
guil-ing. But a peev-ish old voice had that tire-some clock As it call'd at day-break

altered, And its voice, still strong, warned the old and young, When the voice of friendship faltered.
bold-ly, When the dawn looked gray, o'er the misty way, And the air blew ver-y cold-ly.

CHO. Tick, tick it said; Quick, quick to bed, For ten I've giv-en warn-ing, Up
Tick, tick it said; Quick out of bed, For five I've giv-en warn-ing, You'll

quick-ly and go, or sure-ly you know, You'll nev-er rise soon in the morn-ing.
nev-er have health, you'll never have wealth, Un-less you're up soon in the morn-ing.

UP THE HILLS.

ROSSINI.

1. Up the hills on a bright sunny morn, Voic-es clear as a bu-gle horn, List to the ech-oes
2. Now thro' beauti-ful vale and grove, Joy-ous, hap-py, here we rove; List to the songsters

Fine. *D C.*

as they flow, Now a-way we go. One and all, with cheerful glee, Come, and follow me.
mer-ry lay, Hail the new-born day.

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CHICAGO EXPOSITION BUILDINGS, GROUPING, EXTENT, ETC.

BUILT OF "SUCH STUFF AS DREAMS ARE MADE OF."

THE first impression of the great grouping and extent of the Exposition buildings—and perhaps the only one that is likely to last—is that of a dream of overwhelming magnitude, compass, and depth, relieved again and again by central points of real and intrinsic beauty; and when the mind, still fresh from the first dazzling view, turns inward and recalls the vision, the impression that the well-remembered images are but pictures out of dreamland is stronger than ever.

Mankind has assuredly not often had the good fortune to invoke from nothingness a beautiful phantom city, fixing it for a few short months in such form and by such material as shall give the memory of it a reality greater than its own. From time to time, in the world's history, in the record of arts and architecture, some one man has conceived a building of surpassing grandeur; once in a hundred of those few times some man or body of men, in love with art, or with country, or with self, may have given shape and permanence to the conception. The Parthenon, the great temple of Pæstum, the Pantheon, the Church at St. Sophia, Westminster Abbey, the Cathedral of Cologne—strangest, rashest, greatest, worst and best, the Basilica of St. Peter—all these stand as records of such individuals or such bodies; monuments, some perfect, some gigantic, some fantastic, but all great, and all representing the strongest expression of human genius, feeling, and power.

These buildings are scattered at great distances over the face of the earth—rare instances of man's noble success or superb failure in comparing himself in skill and device and strength with universal nature. The contemplation of each of them separately leaves something behind. The study of each of them, with all to which that study leads, would be in itself an education; the longing to see them side by side in positive comparison has visited many lovers of the beautiful; this longing is, I think, even stronger than the desire to see their makers assembled in one grand symposium of artistic worth. That, indeed, would be a "World's Fair." That, indeed, would show men what men have felt and thought and done upon the lines of beauty, under the greatest impulses which human endeavor and earthly power can lend to accomplishment. But that, alas, would be a "dreamland" beyond the possibilities of an even transitory realization.

I will venture to say, however, without much fear of contradiction, that what has been done here in Chicago approaches more nearly to the presentation of such a vision than any former attempt, modern, mediæval, or ancient; and also what has been done here is to be credited more

fully to the unaided efforts of man than has often been the case in similar attempts.

One thing only nature has given—the mighty water that washes the low-lying shore. But all else is the work of man, and of man alone. He has not even quarried from nature's heart the rough-hewn masses wherefrom to shape his ideal. The "dream" has not the rugged solidity of stone and marble, nor the practical, enduring qualities of brick and mortar. The materials are fragile, perishable, coarse, as the thoughts to which they have given shape are strong, enduring, and refined; but so long as the short life lasts the material is forgotten, the thought supreme.

After all, is not that perhaps the most, the highest, the noblest that man can accomplish, or need dream of realizing! The enduring quality of materials can never be more than comparative, a question of competition between wealth and weather, and in the long run of years and ages, summer's sun and winter's frost and rain, the wind and the storms will outbuffet riches in the fight. But man's highest thoughts, truest impulses, and purest conceptions—and perhaps, too, his basest—are proof alike against time and eternity.

I may safely leave to others, whose province it is, to describe and catalogue the sights I saw on a certain bitter winter's morning when I visited the World's Fair grounds at Jackson Park.

There was a terror of great cold in the biting air, and such a wind out of the hard, blue northwestern sky as might not only blow the cobwebs from a man's brain, but carry with them the rafters and old corners across which they were spun. The great area was bleak as winter's own incarnation, yet neither bare nor desolate.

Up to the very steps of the divine portico which looks over the little harbor, the splendid ice lay solid as a rift of rock, and beyond it stretched the limitless blue depths, the sun blazing down upon the varied contrast of snow and wind-blown sapphire behind, upon the level shore, the glorious colonnade of spotless white —nature's reality in all its purity, brought face to face.

What matter if the one were very real indeed—the other the most passing and fragile fancies? In thought, in the real reality of consciousness, the truths were brought together and were harmonious as they were meant to be from the beginning. What matter if the portico be but a moulded shell of wood and plaster, looking down upon the inland sea whose waves will wash away the footprints of a million generations of men?

One of the points by which I am most struck is certainly the wonderful taste and knowledge of effect shown in the relative position and placing of the greater buildings. They are not crowded one upon another; no one of them cuts off the view of its neighbor to such an extent as in any way to injure the general effect.

In reality the most central part of a very great city has been conceived and laid out and built up with all due regard and consideration for permanent beauty, as well as for the inevitable necessities of traffic by which the topography of great cities is governed.

Few men, I think, can leave the future scene of the great exhibition without wishing that the buildings, and streets, and the approaches, might, in great part, be made permanent; that the water might never ebb from the lagoons and canals; that the lovely portico might forever face the lovely lake, and that the noble Art building might be the centre of it in beauty—and of a country of which that city should be worthy in greatness.

Why should this, or some part of this, be beyond the bounds of possible realization? Or is it wrong to dream that the vast sums of money which might be given, and constantly are given, for the sake of practical ethics, for charities, for education and for government, might in part at least be devoted to the creation of a monumental work as nearly perfect and imperishable as man can produce?

Something of this kind is certainly to be done in the future, possibly before many years have elapsed. Why should it not be done, or at least thought of and decided upon, even before these card-board palaces shall have crumbled under wind and sun and weather, or shall have been torn down when they have served the transitory purposes of their present existence?

Among the many chief elements of success, Chicago seems to have much of the will and all the power to realize the impossible, as well as the determination to be first in everything, at any cost. Why, then, should not her tens of millions cast in stone and marble be what her millions have molded in wood and plaster? Why should this be a dream

only and not the first step to a fact stupendous in itself, enduring as anything can be, and beautiful as man can make it?

Standing before the building which has been erected to the arts, I was forcibly reminded of one of the great modern feats of architecture which I have often seen and dearly love. I mean the marble university, library and museum of Athens, in which the little Greek people by one noble and self-sacrificing effort have expressed, *urbi et orbi*, their deep-seated and reverential ancestor-worship. They did not try to do everything themselves, though they paid for everything. They employed the highest skill that money could command and the most durable and beautiful materials that wealth could buy, and they have produced something which has as good a chance and as good a right to live as the Parthenon, the Eryctheum, or the temple of the Wingless Victory. It will be strange indeed if in the long run poor Athens should have conceived and accomplished what million-making Chicago does not even contemplate. Shall we make a new proverb, or a new version of the Scripture, and say "He who hath shall do nothing, and he who hath not shall do even that which is impossible?"

I have heard it said that men of surpassing genius have sometimes in their sleep dreamed their greatest works. The image of one of the greatest dreams ever dreamed by man is hovering like a vision upon the shores of Lake Michigan, We see it but indistinctly, perhaps as dreams are seen, not rounded as a whole nor absolutely perfect in detail. It is that fleeting grace which belongs rather to visions than to reality. We know that it must fade and vanish before long, like the merest hallucination of the night. But it has passed before us and is yet within the sphere of our vision; it has yet the momentary embodiment, which is all the thought requires in order to fix itself upon our memory.

It may be too much to look forward with even a little certainty to the materialization of even some small portion of what has been so temptingly reflected upon earth and air and water.

But anticipation is one thing, hope is quite another. Let us hope, then, even against the probability; let us pray to the gentle deities of art's sanctuary; let us offer incense and votive sacrifice in her temple, and go on hoping so long as the love of beauty has life that it may take shape and permanence and come down from on high and dwell among us.—*Marion Crawford, in Inter-Ocean.*

EDUCATIONAL EXHIBIT.

THE points of professional interest to teachers are the general school exhibit in the department of Liberal Arts, the Children's Building, the government school exhibit in the Government building, and certain State school exhibits in their own buildings.

When the general plan of the Fair was laid, the educational interest was overlooked. The agitation of the question, moreover, lacked that promptness and organization which would have secured a special building for school exhibits. As a compromise, says the New York *School Journal*, a space of 200,000 square feet in the Manufactures and Liberal Arts building was decided upon. This space, comprised in the southern portion of the gallery, being centrally located and well lighted, is considered very satisfactory. Here are gathered the exhibits of states, cities, and special institutions.

The plan has been to arrange the exhibits with respect to locality rather than departments. Thus the common schools and higher institutions of a given city will usually be found in adjacent stalls. As an exception to this rule, the manual training exhibits will be seen ranged along the southern wall. Some of the universities and special institutions also are placed irrespective of their state locations. The spaces are partitioned off in stalls, and on the walls of these the work is chiefly hung.

The foreign education exhibit will be found with the general exhibit of the respective countries. Japan is the exception. She has asked permission to exhibit with the American schools and occupies space accordingly.

Although an after-thought in the general plan, and late in its completion, the Children's Building is an exceedingly important feature of the educational exhibit. The funds for its erection and maintenance were raised through the independent action of the Board of Lady Managers. Part of the money was subscribed by the public school children themselves. A large sum was raised by Mrs. Potter Palmer, at a home entertainment.

The plan of the Children's Building

provides for an exhibition of the most approved methods for rearing and educating children. Miss Marie Love, of Buffalo, will conduct a model crèche. For the crèche we are indebted to the French. It is a pre-kindergarten institution. Here babies may be cared for while their mothers visit other features of the Exposition. In connection with the crèche, short lectures will be given on the dressing and general care of babies. There is an exhibit of babies' clothes and cradles from all lands and all times. A model kindergarten is also found here, with all the best appliances. Miss Emily Huntington will conduct a "kitchen-garden" where little children may learn the elements of good housewifery. Mrs. Quincy Shaw (daughter of Agassiz) has arranged for a sloyd department in the Children's Building. This will be in charge of Mr. Gustav Larsson, of Boston. Here teachers may see the working of the noted system of Swedish manual training. There is an exhibit of wood-carving in connection. The large central hall of the Children's Building is for physical culture. In addition to a regular system of gymnastics, many games and plays suitable for school purposes are shown. Other features of the building are a library of American and foreign literature for children; a children's class of deaf mutes; a delightful roof garden, made safe by wire netting. In shaded parts of the garden are exhibited toys of all nations. Col. Parker takes charge of the Assembly Hall of the Children's Building. Here are given stereopticon lectures supplemented by visits to the neighboring exhibits that illustrate further the topics of the lectures. The gymnasium occupies the central court, with a gallery around the upper story. The large audience room on the first floor is decorated with a frieze of medallions, between which are appropriate inscriptions, as "The hope of the future lies with the children," "Come let us with our children live."

The United States Government exhibit occupies about 3,500 square feet in the Government building, main floor. It is the special exhibit of the Bureau of Education at Washington. The detail of the exhibit is as follows:

Photographs and pupils' work illustrating conditions and results of school-work in Alaska. Photographs of same in United States. Catalogues of colleges and universities of the world. Selected library of five thousand volumes for a town library, by a committee of the American Library Association. Blanks, etc., arranged by the Library School, Albany, N. Y. Photographs and drawings of Library Architecture, arranged by committee of the American Library Association. Examples of best bindings, temporary and permanent, for books of various sizes and kinds. Examples of book stacks furnished by various firms. Examples of furniture endorsed by the American Library Association. Machine known as the Rudolph Indexer. Copies of educational journals and reviews of the United States. Full set of Annual Reports, Circulars of Information, and Bulletins that have been published by the Bureau of Education. Photographs and pupils' work illustrating methods used in Reformatories and Indian Schools. Models of school apparatus for the demonstration of applied mathematics. Photographs of the exterior and interior of school buildings. Models illustrating development of American invention in school furniture. Reports of state and local superintendents of public schools in the United States. Photographs of teachers and groups of pupils. Documents illustrating methods of conducting school savings banks, arranged by J. H. Thiry, esq., L. I. City, and Miss Oberholzer, Norristown, Pa. Catalogues and photographs of secondary schools of New Zealand. Charts showing American and foreign statistics relating to population, school population, ratios and comparisons with expenditures for all school purposes. Maps showing location and distribution of educational institutions, and volumes of original returns that have been used in compiling the statistics for the report of the Commissioner of Education.

From Pennsylvania fine exhibits are made by the Philadelphia School of Design, the Spring Garden Institute, the Pennsylvania Museum of Industrial Art, the University of Pennsylvania, Bryn Mawr Female College, Ogontz College near Philadelphia, the School for Feeble Minded, the Deaf and Dumb Asylum, the Institution for the Blind, the Pennsylvania State College, Lehigh University, the Philadelphia Manual Training School, Girard College, Pennsylvania College, the Indian School at Carlisle, and other educational institutions, as well as from the Normal Schools and the common schools in general.

AN EYE TO COMFORT.

WHAT THE WORLD'S FAIR MANAGEMENT HAS DONE.

IN a letter written a couple of weeks ago we said there was seating capacity on the grounds for 10,000 people, and that this seemed to be enough. But almost immediately it became apparent the sittings must be increased if the people were to have sufficient resting place. It must be said to the credit of the managers of the Fair that just as soon as they realized the necessity of increasing these accommodations they set about the work. Settees enough to hold 50,000 more people were at once ordered, and day after day the contractors have placed wagon-loads of benches all over the grounds. The managers of the Fair did this at considerable expense, at a time when they scarcely knew which way to turn for money. They had exhausted their treasury in opening the gates May 1st, and were in debt. For every dollar that was taken in at the gates a hundred hands were outstretched. Contractors, supply houses, officials, and even workmen, were unpaid. The attendance, owing to unfavorable weather and high railroad rates, was not as great as had been expected. Yet in the face of all these difficulties the managers, be it said to their honor, did not hesitate to incur expenditure whenever the comfort of the people was involved.

I do not intend to pose as a defender of the managers, nor as their apologist, but I like to see justice done. When one reads in eastern papers criticisms of the management of the Fair that are notoriously false and malicious, it is not easy to maintain silence concerning them. It is not true that the World's Fair is a great money-making scheme. If it were, the directors would have avoided millions of dollars of expenditure—would have kept in their treasury vast sums that were expended for adornment, for statuary, for public comfort, for elegance, that could have been saved by a narrow and selfish policy. Why, these very directors, the best business men of Chicago, have given and continue to give their time and energies to this enterprise without a dollar of salary or direct reward.

They do not stint their expenditure in any worthy direction. Come even now to the Fair, and you will see long lines of wagons waiting every evening to carry their loads of benches to various parts of the grounds. Other lines of wagons are laden with fresh sod, which is brought in every day by train-loads, to be used in freshening the park. A huge street-cleaning department waits also for the visitors to leave the gates, and then works all night. By morning every bit of dirt and rubbish, every particle of mud and refuse, has been cleared away. When you come to Chicago, make an effort to reach the Exposition at least once or twice during your sojourn early in the morning. Then you will see the Fair at its best. Everything is bright and clean. There is a sweetness, a freshness everywhere, which cannot be found in the afternoon, after the multitude has come.

The managers of the Fair spent a small fortune for music. Without cost the visitor may hear the finest bands and orchestras in the country. He may sit in the shade of the palaces which surround the central court, amid a scene of unparalleled splendor, and fill his soul with music's divine strains. An admission fee is charged to some of the special concerts in Choral Hall—concerts at which famous soloists appear—but every such concert is a financial loss to the management, and is not expected to be anything but a loss. The large appropriation made for music is another example of the generosity of the men who have made this Fair.

I have watched the Columbian Guard with a good deal of interest. They were 2,500 young men gathered from all walks of life, particularly those in which the influences are not refining or elevating. As hired they were a motley mob, unaccustomed to discipline, and some of them strangers to civility. Well, it is interesting to note how quickly they have been transformed into good soldiers. Already they have the bearing, the repose, the dignity mingled with the considerateness, which should ever characterize men who are thrust into positions of responsibility and delegated authority. This army of guards has been to me an exposition of itself—a display of the manhood of the common people, and of the adaptability of our young men to military service. It presents an object lesson in the soldierly qualities of Americans, and shows this generation in a small way that which the last saw on a grand and more terrible scale—the ease with which our countrymen may leave the plow and the bench, the railway brake and the desk, the coun-

ter and the school, and become part of an effective, intelligent and thoroughly disciplined martial force.

It would be foolish to say these guards are altogether perfect. They are not ideal. But the other extreme, that reached by the spirit of fault-finding which is altogether too prevalent in this country, is equally absurd. The guards are a credit to the country and the Exposition, and they are improving every day. Some people ask why so many guards are necessary. Two thousand five hundred is a pretty large number of policemen for one city, it is true. But it must be remembered they have both day and night duty to perform. Their vigil over the almost priceless exhibits here displayed never ceases. It is estimated there are in the Exposition goods valued at $300,000,000. All these are open to the public, and must be protected and watched. There are thirteen main Exposition buildings and some eighty smaller ones. Two hundred and fifty guards are needed in the great Manufactures building alone, during the day; and 100 are stationed there at night. In the day time 100 are assigned to the Art palace. Besides the buildings and their exhibits, the walks and all other parts of the grounds must be patrolled.

Study the situation as I have done, and you will see that 2,500 is none too large a number of guards for the White City. You must not forget that vast crowds of people come here every day, and that it would be simple madness to leave them without police protection. As long as everything goes well, perhaps there is not much need of the presence of the guards. But suppose fire breaks out, or there is panic from any cause? These are the things the management has had to think of. Though the fault-finders may be thoughtless, the men who are responsible for the conduct of this great enterprise cannot afford to be. And I must say they appear to have thought of everything.

It would require many columns to expose all the lies I have seen in eastern papers concerning the World's Fair. Life is too short to devote much of it to this purpose. There are too many things here to admire and praise. But I wish to reassure my readers on a few points. The Fair is now finished. It is complete and perfect. If an exhibit here and there is not just as its owners or managers desire to have it, probably it will be by the time this reaches your eye; and at any rate, all these exhibits together do not amount to a drop in the great bucket. The fair is clean and orderly, as I have shown you. So much attention has been paid to the comfort of visitors that every one is astonished at the completeness of the arrangements.

There are seats within the buildings and without. The toilet rooms and lavatories are everywhere—free. There are rest rooms in various buildings. If one is taken ill or overcome by heat, an ambulance service attends and a good hospital awaits. Drinking water—free and good—may be had at every turn. There is no extortion within the grounds. Those restaurant keepers and other providers who started out to gain riches have quickly found they were on the wrong road. The transportation facilities to and from the Fair grounds are almost perfect. No previous exposition was so well served in this respect. On the days of greatest attendance there is no uncomfortable crowding.

Let me give you a little personal experience, that you may judge of the conditions existing in Chicago and at the Fair. I board at the Grand Pacific hotel, where I pay only regular rates, as every one else does—the same rates asked last year and every year. This is true of nearly all the hotels. One large hotel served notice in the latter part of April that it would double its rates May 1st. The guests didn't complain. They did not go to the office and growl. They simply said to themselves: "This landlord has the right to charge what he pleases. That is his business." But on the morning of May 1st there weren't a dozen guests left in the big house. A vast hotel was empty, cavernous. Café, bar, barber-shop, bell boys, cigar stand, cashier, room clerk, everything and everybody had a holiday. The next day was no better. It was even worse, for only half a dozen guests remained. Then the proprietor capitulated. He came down to his old scale of prices. Gradually his guests returned, but even yet the house is suffering from the effects of that mistake. It cost that landlord $10,000 to learn that people will not be robbed. This is the lesson which a great many people have learned in Chicago.

Well, a five-minutes walk takes me to the Illinois Central station. In two or three minutes an express train starts for the Fair. It makes the journey in fifteen

minutes, without stopping. The fare is 10 cents and the cars are comfortable. In two minutes I walk to the Fair gates. During five or six hours in the Exposition my expenses may be something like this: Ride on an electric launch from one end of grounds to the other, 25 cents. Two catalogues, 30 cents. One glass of mineral spring water, 1 cent. Luncheon, from 30 cents to 75 cents. One pretty souvenir, 25 cents. Admission to two side-shows on the Midway Plaisance, 50 cents. One glass of soda water, 10 cents. Ride to top of big building, 25 cents. One ride on elevated electric road, 10 cents. Fare back to Chicago, 10 cents. Total, $2.75. And see how much I have had for my money!—*Walter Wellman.*

ART PALACE AT THE FAIR.

IT is worth our while to-day to take a little run through the Art Palace. We do well to go early in the morning before the crowds come, for there is no place in the Exposition where the people congregate so quickly and in such vast numbers as here. If one wanted proof of the love the people—even the plain, common people like ourselves—have for pictures and statuary, he could find it in abundance here. I have never been in the Art Palace when it was not thronged from one end to the other. Even early in the morning the people are here, sitting on the sofas or walking about, as if entranced by the scene. It is easy to see that a large majority of them are anything but professional lovers of art. They know little about the history or the process or the technical excellencies of art. They are the farmers, the tradesmen, the mechanics, the busy, work-a day people who have discovered how great and glorious this Art Palace and its contents are.

I wish my poor pen had the power of describing the scene, so that you might realize it, so you might see with my eyes. But as this is manifestly impossible, there is nothing for you to do but come and see for yourself. When you do come you will be amazed and delighted, just as I have been, and as tens of thousands of people are amazed and delighted every day. For without hesitation I say to you, the Palace of Fine Arts and its priceless contents are alone worth a journey to Chicago to see.

First, as to the size of the exhibit. Size doesn't count for much in art. You see that the first moment you are in the palace. Supposing you go in at the principal entrance, one of the first pieces to attract your attention is a little bronze figure which a man could almost put in the outside pocket of his overcoat. Though tiny, it pleases the eye as much as some of the more colossal attractions which are to be seen here. It is called "The Young Acrobat," and is always surrounded by admirers. A bronze forearm and hand stand straight up from a pedestal. The hand is held flat, and within it is perched a nude infant taking his first lessons in balancing with his father's palm for a trapeze, If you ever saw a cherub in a position like this, you will at once see how admirably the artist, an American, Douglass Tilden by name, has done his work. On the face is an expression of surprise, of timidity, and yet of pride in his power and of infantile realization that it is not all of life to lie in a crib or in the nurse's arms. How the artist managed to depict all these expressions with cold, hard bronze is a wonder to me, and yet there they are. And how life-like is the little chap's flesh, particularly the soft rolls pressing between the fingers which support him! No wonder the women gather in dense groups about this work of genius to look, to love, to exclaim.

But it was not to speak of individual pieces that I began this letter. It was, rather, my purpose to write of the Art palace as a whole and of the manner in which it impresses visitors. I mentioned the little "Acrobat" only to show how much art may be compressed into a very small figure. And when you stop to think that there are thousands upon thousands of pieces and paintings here, you may be able to form something of an idea of the immensity of the whole.

We go to the Art palace by way of the avenue of States, near the Fifty-seventh street entrance to the grounds. We enter a large room, forty feet or more square. Over the door is the word "Belgium," and the walls are hung with magnificent pictures. Beyond we see a rotunda, and beyond that another room. If we spend a half hour in the gallery which we have first entered we shall have none too much time for a good look at all the pictures which it contains. We turn then to the right, and find ourselves in a smaller

room, but filled with things which delight the eye. Soon we forget that we are in Chicago, the World's Fair, the Belgian section of the Art palace. We forget ourselves, and think only of the scenes on the walls. We wander from room to room, occasionally sitting down for more leisurely enjoyment of some huge canvas. We are amazed, as we continue traveling, at the magnitude of the thing. No matter into how many galleries we go, another gallery, promising new delights, always opens beyond.

Finally hunger and bodily fatigue remind us that there are limits to human strength. We also think of the flight of time, and wonder what the hour is. When we consult our watch we are surprised to learn we have been three hours here, and a minute's look about for our bearings show us we have not been in all the galleries, either, and we know very well not one we have been in has received the careful attention which it deserves. We say that when we come to the Art palace again we shall return to see some of those pictures which most impressed us. Still, as we leave the building and start to luncheon somewhere, we feel encouraged. In three hours we have made a very fair start toward seeing the art show, and in three or four hours more we shall be able to finish it up. Whereat some member of our party laughs.

"Why, man," he exclaims, "you haven't as much as made a start yet. Do you think you have been through the Art palace?"

"A good deal of it, haven't we?"

"That wasn't the Art palace, proper, that we were in at all. It was only the annex, or the west pavilion. Here, look at this map. In three hours we had a rather hasty run through nine or ten rooms. There are nineteen galleries in all in the pavilion. But this west pavilion is only a tenth part of the show. There is another pavilion just the same size over there toward the lake—do you see it?—and there's the central building, as big as six of one of these annexes. Then the two corridors connecting the pavilions with the main building; and the central palace has an upper story with space equal to that of these annexes combined. What we have seen to-day is not a twentieth part of the art exhibit—not a twentieth part, sir."

"Then how long is it going to take us to see it all?"

"Well, you can judge for yourself. Even to hurry along, as we did to-day, stopping only to look at those pieces which impress us most at first glance, we shall need at least sixty hours. That means ten days of six hours each, which is quite as much as one can stand. To tell the plain truth, one could spend a month here without running out of material."

"How many pictures are there in the building, any way?"

"That I cannot tell you exactly. Our catalogue will, in all probability, throw some light on the subject."

And we turned to our catalogues and found the numbers of the pieces running to the following totals:

United States	2991	Great Britain	1180
Algeria	7	Holland	334
Austria	141	Italy	304
Belgium	287	Jamaica	3
Brazil	100	Japan	26
British Guiana	4	New South Wales	229
Canada	196	Norway	153
Costa Rica	11	Russia	130
Denmark	178	Sweden	188
France	989		
Germany	672	Total	8073

About one-half of the whole number are paintings in oil, the remainder being statuary, water colors, pastels, engravings, etchings, pen and ink, charcoal, black and white and other drawings. Every one has had to run the gauntlet of a jury of admission; the whole collection is an example of the survival of the fittest. There are hundreds and hundreds of famous paintings and statues, many of which will tempt the visitor to linger a half-hour or an hour.

But suppose you start out to see the whole display, piece by piece, determined to allow but a minute to each one. How much time will be required? One hundred and thirty-five hours, or twenty-two and a half-days of six hours each.

The Art palace, therefore, is tremendous in size. It represents the best the artists of the world can do. Those who are familiar with the art displays of past expositions declare this to be by long odds the finest and most representative collection of works ever brought together under one roof, and we may easily believe them.

What most astonishes the average visitor is not, after all, the magnitude of the display. This may be the first of his sensations, but after an hour or a day or two spent in the galleries—there are 187 distinct apartments or alcoves in the pa-

ace—he is overwhelmed with a consciousness that until this minute he has never realized what modern art is. Having been too busy earning his bread and butter to give more than passing careless attention to such things, he had in a general sort of way formed the idea that art consisted principally of nude statues, busts, figures based on mythology; of pictures of nymphs, madonnas, bathers, bits of scenery, peasant life, windmills, fishermen and ships. He never had had an idea that art goes forth to every walk of life, and transcribes to canvas everything there is in the world that has character, feeling, soul, beauty or drama in it.

To go about in this palace is like being in a place where master minds and skillful hands have portrayed the world and its contents for your inspection. Here you have the world on a wall. It is not only the world of nature and her beauties, not alone the world of the beautiful and the ideal, but the world of reality, of drama, of tragedy, of comedy. Modern art is not satisfied with the classical, nor with scenery, nor with studies of color and action furnished by commonplace or traditional subjects. It ransacks all history for great events, for crises, for occurrences which have stirred the world and sent their echoes through time. It hunts through all literature for scenes and characters. It goes to the prison, the workshop, the poorhouse, the morgue, the hospital, the rolling-mill, the locomotive, the steamship, the railway, the mine, the scaffold, the army, the camp, to the desert and the ice field, the surgical clinic and the operating-room, to the death-bed and the baptismal font—it goes every place where feeling or passion may be found—for its inspiration.

The tendency of modern art seems to me—though I don't claim to know much about it—toward the intense, the dramatic. At any rate this palace is filled with paintings and statuary which fire the imagination, warm the blood, and stir the soul. And some day I hope to write you a letter about the pictures here which have this dramatic feeling in them.—*Walter Wellman.*

An eccentric man walked from Connecticut to Chicago to stay three months, when he will walk home again. He walked both ways to the Centennial. Students who have more time than money this summer might do likewise with profit.

GREAT FISH SHOW.

PORTION OF GOVERNMENT EXHIBIT.

THERE is one place in the Exposition where a crowd may always be found, a place where the visitors seem never to tire of looking and wondering. It is the aquarium furnished by the United States Fish Commission. By a happy arrangement the Exposition erected the great Fisheries building and devoted one of the polygonal pavilions to the show which the Government wished to make, so locating the building that this pavilion is near to and apparently a part of the Government's vast exhibit. Thus it is that we see all that Uncle Sam has to show—his own building, the light house, life-saving service, camp of marines, battleship, weather bureau, etc., all together. There is nothing that Uncle Sam shows which gives more pleasure to the multitude than this aquarium.

Go with me for a few moments to the interior of this pavilion, and you will cease to wonder why the people flock hither by the thousands. You will not be surprised that they stand as closely packed as they can, hour after hour, those in front unwilling to give up their places, and those in the rear patiently awaiting a better chance to see. We enter the central part of the Fisheries building and pass out through a long, curved corridor. Then we find ourselves in a rotunda sixty feet in diameter, in the middle of which is a basin or pool twenty-six feet in diameter. This pool is one of the most beautiful things to be found in the whole Exposition. It is beautiful in itself, for from its centre rises a towering mass of rocks covered with moss and lichens. From clefts and crevices in the rocks crystal steams of water gush forth and trickle to the wreaths, rushes and semi-aquatic plants in the basin below. A delightful scene it is, cool and refreshing, when seen on a hot day. But the pool is even more beautiful in its contents; for in its clear waters thousands of fish disport—gorgeous gold fishes, golden ides, golden tench, bass, perch, carp, pickerel—a hundred varieties of the finny tribes. There are fish four feet long and little fellows so small you can scarcely see them. The water is phenomenally clear, and the picture is one of surpassing loveliness. All day long the pool is surrounded by thousands of visitors.

If one ever doubted that the people love fish, he may here have his doubts removed. Of all the creatures of the animal world, the fish is certainly one of the most beautiful and graceful. He has a fascination all his own. The trouble is, ordinarily, that we cannot see him alive. He hides himself in his native element, and affords the curious eye of man but passing, unsatisfactory glimpses of his charms. But here he may be seen and studied and admired in all his glory. There are such contrasts, too! The fish are big and little, active and lazy, pretty and ugly. Some have color and many have not, some are playful, prankish, others stupid, lazy.

But it is not alone in the big pool that fish are to be seen. There are fish everywhere in this building. One may here easily imagine himself gifted with the power of walking on the bottom of the sea and holding communication with its finny inhabitants. Running around the rotunda are two series of tanks—great iron tanks with glass sides, all filled with water and fish. In these are shown hundreds of varieties of denizens of the sea, the lakes and the rivers—fishes, turtles, crabs, lobsters, eels. Spoonbill fish, sturgeons, porcupine fish, and many others rarely or never before seen in public exhibitions, are here.

The crabs appear to be general favorites. They are such queer creatures, and have such funny ways of moving to and fro, that the people are fascinated by them. One of the quaintest of the lot is the rock crab. He is not very big, some four inches long, but he always plays to large audiences. On his back is a formation of rock. It looks like a little house, and indeed that is what it is to him, for it helps him to hide from the monsters of the deep who might convert him into a Jonah did he not lie still and fool them. He takes his house with him wherever he goes, of course. It is a part of him, and he could not leave it at home if he wished to. He is all the time moving backward and forward.

Starting at one end of his tank, he never stops till he gets to the other, constantly throwing out his little feelers to see if there are obstacles in the way. If he encounter an obstacle—a piece of rock, a larger crab, or a turtle—he obstinately refuses to turn from his path, but climbs straight over with the most awkward and comical movements you could imagine. Arriving at the end of his journey he pauses a moment and then starts in the other direction, but without turning around. Apparently he can travel forward and backward with equal ease. Indeed, it is difficult to tell which is forward or backward for him.

Of course the crabs and all the salt-water fish must have salt water in which to live. How to secure supplies of salt water was a problem which the managers of the aquaria had to solve at the very outset. They did it very neatly. At the Wood Holl station of the United States Fish Commission, away down in Massachusetts, they evaporated a large quantity of sea water to about one-fifth of its bulk. That is, left the salt in, but took away four-fifths of the water. This very salty salt water was drawn into big tanks on wheels, just such tank-cars as are used for the transportation of oil by railway. Here this water is restored to its proper density by the addition of water from Lake Michigan, and in the resulting fluid the ocean creatures appear to thrive quite as well as if they were in the Atlantic itself. So far as can be judged, they haven't the slightest notion of the trick that has been played on them. If they have, they do not say a word about it.

It is rather curious, but true, that no one has been able to compound an artificial sea-water in which salt-water fish will thrive. One would think that inasmuch as ocean water is like any other water except from the salt which it holds in solution, any good fresh water salted to the proper degree would make a substitute for it. While such counterfeits may do for salt-water bathers in the bathrooms of interior cities, they do not answer the requirements of salt-water fish. They insist upon being immersed in a fluid in which genuine sea water is at least the principal constituent part, or base. Otherwise they become discontented, grow ill, lose their appetites, die.

This is the first time salt-water fish have ever been displayed before the public so far from old ocean. In Europe there are several inland aquaria in which inhabitants of the sea are kept, for instance at Berlin. But in Europe you can't get very many miles from the ocean, and the problem of maintaining a supply of sea water was comparatively simple. Here the distance which the fish and the water had to be carried was more than a thousand miles, but the tank-cars solved the

problem. Fifty thousand gallons of genuine sea water are kept in reserve in the basement of the Fisheries building, ready to be drawn upon and diluted from the hydrant whenever wanted. In fact, some of this water is constantly in use, for an extensive system of pipes and pumps communicates with all the tanks. The pumps have a capacity of 3,000 gallons an hour, and the salt water, though kept constantly in motion, never wears out. Salt in one sense, it is in another always fresh, because it is being constantly exposed to the air and prevented from becoming stagnant. The process of aeration is itself an interesting feature of the exhibit. Air is introduced at the bottom of the tank under high pressure, and rises through the mass of water like steam or smoke. Most visitors think these sprays of air, which are as white as silver, are hot-air jets or steam introduced for warming the tanks. The streams of air are very slender, being forced under pressure through the pores of wooden valves. They permeate the mass of water and rise to the top in clouds of bubbles, the process adding a new beauty to the aquaria as well as giving the thousands of inhabitants of the tank the oxygen which is necessary to the maintenance of their life.

This panorama of fishes is the largest and finest in the world. Foreigners who come to the Fair say they never saw anything like it in Europe, and they are warm in their praises of the United States Fish Commission. Immediately surrounding the rotunda of which I have spoken are ten enormous tanks or pools, and these may be viewed from both sides. They range in capacity from 7,000 to 27,000 gallons, and in them the larger fish are shown. In the other corridor are a large number of smaller tanks, ranging from 750 to 1,500 gallons. The entire length of the glass front of the aquaria is about 600 feet, or more than the length of a block in the city of Chicago.

All the tanks together have a capacity of 140,000 gallons of water, or near 1,200,000 pounds. Of this amount about 40,000 gallons are devoted to the marine exhibit. In the entire salt-water system, including reservoirs, are 80,000 gallons, or nearly 400 tons.

Several of the States of the Union make exhibits here of their fresh-water fishes, notably Pennsylvania, Wisconsin and Minnesota. They have a large number of tanks filled with trout, bass, perch and other beauties of the lakes and streams, and they, too, have fitted up grottoes and cascades.

As to the magnificent display of fish products, processes and appliances contained in the huge Fisheries building—the astonishing revelation of the vastness and the ramifications of the fish industries of the world—I shall speak in a future letter.—*Walter Wellman.*

ARTISTIC DESIGNS.

BUILDINGS OF THE FOREIGNERS AT THE FAIR.

A SCORE of foreign nations have erected buildings of their own on the Exposition grounds. If it be assumed that these nations have in these structures given us samples of their best products in architecture and decorations, then the conclusion is irresistible that American architecture is at least the equal of any in the world. The twenty foreign buildings, grouped pretty well together, do not present an appearance that is as imposing or as beautiful as that of the buildings erected by the American states and territories, near by. It is gratifying to note, moreover, that while there are distinctive types of architecture in the foreign buildings, there are also distinctive types in the buildings erected by the states of the American union. In character the structures of Massachusetts and Pennsylvania are as striking as those of Germany and Spain. In beauty the New York building is superior to anything which our friends from across the sea have to show here. Moreover, the handsomest of all the foreign buildings, and that but very recently finished, is the one erected by Brazil, the newest of the great republics of the western world.

Visitors to the Fair will find the northern section of the grounds very pleasing to their eyes. They will take great delight in walking among the foreign buildings, which have the prettiest part of the grounds. They have the waters of Lake Michigan on the east, and on the curving, shelving shore of this inland ocean the waves are continually rolling. To the south and southwest are the inlet and lagoon, and to the west and northwest the Art palace and the buildings erected by the States. Being the guests of the

occasion, the foreigners were given this choice location, and the grounds between their buildings have been beautified by grass, flowers, shade trees, shrubbery and leafy walks.

The twenty nations or colonies which have buildings here are: France, Germany, Spain, Great Britain, Australia, Sweden, Brazil, Japan, Costa Rica, Colombia, Guatemala, Turkey, Ceylon, Canada, Hayti, Venezuela, Nicaragua, New South Wales and East India. Russia had expected to build a magnificent and characteristic structure on the lake shore, and the logs for the foundation had been cut in Siberia, but delays caused by ice in the bays and northern waters caused abandonment of the plan.

Many nations not represented by special buildings have what are really their own buildings in the great Manufactures palace, in the Mines department, or elsewhere. Quite a number of the lesser countries are represented by villages along the Midway Plaisance, which are more typical and interesting, because showing the methods of life among the common people, than any single building could be. The foreign representation here, considered as a whole, is the finest and most comprehensive ever seen at an International Exposition. For the first time Germany is seen at her best, and for the first time England and all of her colonies are represented. The showing made by Australia, India, Canada and Ceylon and other British dependencies affords the thoughtful visitor a fine object-lesson in the magnificence and power of that empire on which the sun never sets.

The German building is by long odds the most picturesque of the foreign structures. In it are blended, harmoniously, many types of German and Prussian architecture. Its principal suggestion is that of a splendid town hall of a hundred years ago, but it makes one think also of mediæval castles, cottages and cathedrals. It is gorgeously colored and decorated, and the lover of architecture and exterior ornamentation will be glad to look at it by the hour. Within is a most interesting display, consisting principally of books and educational publications and appliances and German photographs. Here are fine specimens of the handiwork of German painters, book-binders, illustrators and photographers, arts in which the Germans easily lead the world.

Great Britain's Victoria house, which occupies a conspicuous position on the lake front near Uncle Sam's battle-ship, is somewhat disappointing in its exterior, but within it is rich and delightful. The aim was to show a type of the fine old English half-timber houses of the sixteenth century, of which so many good examples are still extant. Great care has been bestowed on the interior decorations. The library is a fine specimen of work in English oak, and there all the principal English journals are kept on file for the convenience of guests. The drawing room and the grand staircase help to show visitors just what the interior of an old English house is like.

Spain has just finished a handsome building on the lake front. It is a reproduction of the Lonja at Valencia. Opposite Victoria house is a commodious structure erected by Canada, and it was one of the first buildings in the grounds to be finished and ready for visitors. Farther along is the low but showy building of New South Wales, where the wonderful progress made by Australia is exemplified, as it is in many other features of the Exposition.

The foreign building which will attract most attention, probably, on account of its interesting contents, is that of France, which occupies a commanding position on the lake front. It is a reproduction of the Hall of Hercules in the Palace of Versailles, where Benjamin Franklin signed the first treaty made by the United States with another power. Many of the Lafayette relics loaned by that patriotic family are here displayed. With an Ionic pavilion the French have connected the Hercules hall with a twin structure some sixty feet away, and within the court thus formed they have placed statuary, flowers and fountains. The corridor running from one building to the other contains an exhibit which cannot be excelled in popular interest. It is that of the city of Paris, and consists in part of large pictures of all the notable buildings, plazas and boulevards in the French capital. There is also a complete exposition of the methods of government employed there—the police, the fire department, the hospitals, the great sewer system, the street cleaning department, etc. Everything is worked out in that manner precise yet picturesque which is decidedly French. Probably no other municipality in the world spends so much money for the comfort and health of its citizens, and men

who are interested in that great modern problem, government of cities, will find this display worth many hours of their time.

Dr. Bertillon shows a complete illustration of his now famous system of detecting criminals by means of measurements and photographs. Visitors will find themselves fascinated by some very grewsome pictures of French criminals—here a set of photographs which show the eyes, there the noses, next the ears, of a great variety of exceedingly tough customers. Most graphic of all is the Bertillon method of obtaining evidence in a case of death in the street or in a field. Walking through the corridor next to Lake Michigan you come suddenly upon the figure of a man lying on the floor. Though of wax, he has the ghastliness of death upon his brow, and he startles you. Above the prostrate figure is a camera carried on a tripod, and so arranged that by pulling a string the operator may photograph the deceased just as he was found, the picture (which is shown) containing not only the features, figure and clothing of the dead man, but the exact position in which he fell, the marks of struggle if any are in the earth, and the footsteps which may be there.

Next to the French building is the beautiful pavilion of the Cingalese, which is a formidable rival to the Hooden temple erected by the Japanese on the wooded island. The people of Ceylon are said to have in this Exposition the finest and richest display, in proportion to population, to be found among the contributions of the nations. This building on the lake front is filled with carvings and gems, and is worth an hour's visit.

The South and Central American countries have done very well. Brazil has spent nearly $100,000 on her building, which presents to good advantage the genius of Brazilian architects. Costa Rica has a striking building which resembles an Aztec temple, and Guatemala shows in front of its structure, which is decorated most charmingly in pistachio green tints, a rose garden where one may sip coffee made in the Guatemala manner. Colombia has a fine building, while Venezuela shows a white marble structure surrounded by gardens containing the rarest and most beautiful of tropical plants and orchids. Nicaragua, the little nation which some people think the United States will some day annex, along with Costa Rica, on account of the interoceanic canal, has a worthy building to which all visitors are warmly welcomed.

Norway and Sweden have a large building of characteristic Scandinavian architecture, rather sombre without but light and cheerful within. A pretty and rich Turkish pavilion stands facing the lagoon, and within it the visitor will find some rare tapestries, rugs and hangings. Hayti has a commodious building of one story with a broad piazza, characteristic of the hot countries. It contains an interesting display of the products of that West Indian island.

As might be supposed, these foreign buildings are crowded with visitors from morning till night. This is particularly true of the structures representing European nations, for the thousands of natives of those lands who have found homes in America, and their descendants, think a visit to the World's Fair incomplete without a call at the headquarters of the country of their origin. The manner in which Europeans, Americans both north and south, Asiatics and Egyptians mingle here in friendly concourse, is most instructive. One lesson which the observing Exposition visitor may learn if he will is that all men are brothers, and that these great international expositions are not only scenes of friendly rivalry in the arts and industries, but that they are peace congresses as well, sure to leave their impress upon all time.

NOVEL AND ATTRACTIVE.

THE most novel of the State Buildings on the Exposition grounds is that of Florida. At first view the sight-seer can scarcely believe that it is designed for a house. It is an exact reproduction of Old Fort Marion at St. Augustine, built by the Spanish. The fort itself covered an area of four acres, and required a garrison of a thousand men. The reproduction here is a hundred and fifty-five feet square, representing a four-bastioned fortress. The walls simulate masonry, loopholed for musketry and provided with gate and moat. But on the inside this apparent fortress is a house, containing reception-rooms, parlors and exhibit-rooms, finished in the native woods of Florida and opening upon an interior court planted with feathery bamboo and orange-trees, with parterres of flowers.

Visitors agree in pronouncing it one of the oddest houses ever built.

Next after Florida, the house of California—if house it may be called—is perhaps the most remarkable externally. The idea, primarily, appears to have been to convey the impression that "there is nothing small or conventional about California." Accordingly we find ourselves contemplating a structure nearly four hundred and fifty feet in length by well-nigh a hundred and fifty in width, lofty, of almost grossly massive aspect. The architecture is that of the old Spanish mission churches of early California, into which there are thrown a number of classic features. The main tower is a reproduction of that of the old church at San Diego. The walls are artificially seamed and darkened to resemble old masonry. It has a vast, strangely flattened dome, and the roof is in red California tiles. Within, on the ground floor, are several fountains about which are grouped the state exhibit of wines, fruits, cereals and ores. On the open roof is a typical Californian garden, which is reached by elevators.

Externally, and on a smaller scale, the State building of Kansas suggests that of California. It will prove very attractive, particularly to young people, by reason of its remarkable exhibit of the wild animals of North America, made by the Kansas University. The wild white Rocky Mountain goats and wild "bighorn" sheep are especially well mounted and lifelike; so are the foxes, the wolves, the moose, elk, bison and deer. The two mountain-lion mothers with their groups of kittens are very attractively done.

Another novelty among the State Buildings is the structure erected by the new State of Washington. This is, indeed, suggestive of the Pacific coast and the magnificent forests of Puget Sound. It is about two hundred feet long by one hundred and twenty wide; and the lower story is constructed of five tiers of sided logs, those of the lower tier being each a hundred and twenty feet long by four feet in thickness! This story constitutes an appropriate state timber exhibit in itself. The interior is finished in cedar and fir; and in front there is an enormous flagstaff consisting of a single tree five or six feet in diameter and of prodigious altitude. Considered as the State of Washington's first effort, the exhibit is truly immense.

Many others of the State Buildings are almost equally novel. Of these may be mentioned that of Illinois, the largest and most expensive of all; that of Texas; that of Virginia, which is built to reproduce the home of Washington at Mount Vernon; that of Massachusetts, modeled after the mansion of the Hancock family; and those of Iowa, New York, Pennsylvania, Missouri and Colorado, which are noticeably handsome structures.

The State Buildings and the Foreign Buildings, several of which are especially fine, constitute a very attractive suburb at the north end of the grounds.

The building erected by Great Britain stands on the water-front, near the mole, where the United States naval exhibit is made in a full-size model of the U. S. battle-ship *Illinois*. It is well here to bear in mind that it is merely a model of a war-ship, built up from the bottom of the lake. The dimensions are three hundred and forty-eight feet in length by sixty-nine in width. The exhibit on board of it consists of four thirteen-inch breech-loading guns; eight eight-inch and four six-inch rifled guns; and twenty smaller, rapid-fire guns, besides Gatlings, torpedo tubes, nets and booms. It is provided with a military mast, and circular "tops" for sharp-shooters and rapid-fire guns, and has attending launches and cutters, in all respects like an actual war-ship. It is manned by a trained crew under man-of-war discipline; and exhibitions of naval drill are given.

Much interest appears to attach to the novel reproduction of the Convent of La Rabida—literally the Mad Lady—in Spain, of the time of Columbus. It was there that the good abbot, Father Marchena, a man of liberal mind, sheltered and consoled the Discoverer at one of the darkest hours of his troubled life. It is believed that the encouragement and aid given by Father Marchena had much influence in sustaining the courage of the great navigator at a time when, failing to secure the assistance which he needed, he was on the point of abandoning his immortal enterprise. This memorial La Rabida is located at the extreme end of the promontory on the lake front at the southerly entrance of the Lagoon. A number of very interesting Columbus relics are to be seen here.

Next beyond La Rabida, to the south, stands the building in which the German Krupp Gun Works exhibit one of their

monster cannon, along with other enginery of war.

Beyond Krupp's are the building of the interesting Leather Industries, and the equally interesting Forestry Building. This is constructed of the trunks of trees in the rough, with bark attached, and it is devoted expressly to an exhibit of woods, timber, barks, boughs, foliage —in short, of forests and forestry in every form.

In the rear of and hard by the Forestry Building is the Dairy, a low, handsome structure in which, in addition to an exhibit of everything pertaining to dairying, there is found a "dairy school" for teaching by actual operations with milk and cream, butter and cheese. The use of ice in "creameries" is here shown, as well as cold storage of milk and cream for transportation. At the dairy café connected with this exhibit the best of milk, cream, butter, curds, cheese and cereal foods are served at moderate prices.

The near presence of the great pale blue lake adds a charm to the Columbian Fair grounds which no World's Fair previously has possessed. From almost every point of view some glimpse is gained of this wide, restful expanse of the "unsalted sea." At no other great city of the country could this pleasing feature have been obtained; not even if the beautiful Central Park of New York City had been surrendered for an Exposition site. The landscape artists, Messrs. Olmsted and Codman, who laid out the grounds, were not slow to appreciate the effects that might be produced by making use of the lake, and by a true stroke of genius added greatly to them by the skilful introduction of water throughout the site itself.

What was formerly a marsh, surrounded by sandy dunes, has been dredged out, excavated, banked and walled around by mimic masonry, to form an extensive and pleasing system of lagoons, basins and canals more than a mile in length, connecting with the lake both at the north and south ends. Thus in place of a uniformly level park we have all the effects of water and water craft, with green borders of sedges, iris, pond lily, hellebore, sweet flag, bulrush, and frequent graceful thickets of willows. In fact the grounds may be said to include ponds and streams, for the beautification of which scores of the neighboring country brooks and little lakes were despoiled of their natural growths, which were ruthlessly grubbed up for transplantation here.

In the large central Lagoon lies Wooded Island, called also Rose Island, connected with the broad, serpentine walks on either side by four or more of the handsome, arched Rialto bridges. On so grand a scale is everything here that one can scarcely believe that this islet contains an area of nearly sixteen acres. It has been the design to convert it into a garden of flowers and flowering shrubs. Toward the southerly end on the east side is located the rose garden, where will bloom during the early summer not less than twenty thousand rosebushes of every known variety. On a small outlying islet at the extreme south end is located a model "Hunter's Camp," a feature which the boys will scarcely forget to visit. It seems probable indeed that Wooded Island will be one of the favorite resorts of visitors, either crossing to it by the bridges, or landing from the scores of "omnibus boats," "cab boats," launches, gondolas and other craft that will ply constantly on the ever-beautiful Lagoon.

Here, a little apart from the crowds and refreshed by the perfume of flowers, one may give the weary feet a respite, yet sit to rest at so central a point that all the grander features of the Fair will be in plain view. In addition to the floral attractions of the island the Japanese exhibitors have contributed a Hooden, so-called—a building in imitation of one of the oldest religious temples of Japan. Here and at some of the other contiguous structures will be located a considerable portion of the exhibit of Japan. It is in graceful recognition of the Japanese fondness for flowers that their Hooden has been assigned a site on Rose Island.

"The workman dies, but the work goes on." Never has this been more sadly emphasized than in the recent death of the young landscape artist whose genius planned in large part these flower-girt lagoons and picturesque islets for the eyes of visiting millions. After nearly three years of arduous endeavor, such as only the enthusiasm of an artist prompts men to, Henry Sargent Codman died suddenly in January, 1893, after a brief illness, aged twenty-nine years. To those who know the circumstances of his death this grand plaza-park is his monument.—*Youth's Companion.*

MAN AND HIS WORKS.

BY AN ASSISTANT IN THE DEPARTMENT OF ETHNOLOGY.

THE Department of Ethnology has a special building at the World's Fair for the illustration of man and his works. It is called the Anthropological Building. It is divided into three sections, one of which is the section of Anthropology. In various ways it will exhibit the physical characteristics of the native peoples of America. From the combined results of the observations upon the living and the dead, light will be thrown upon the questions of the race affinities, migrations and the origin of the pre-historic peoples of America. This section will contain two collections of skulls, besides the tabulated and mapped results of a vast number of measurements. One will show the different types of long and short-headed people, as well as the deformed and pathological specimens. Among the deformed skulls will be exhibited examples of many artificailly shaped heads, illustrating the custom of pressing little children's heads out of shape by means of cradle boards and other such appliances. The second collection of skulls will consist of typical specimens of man, woman and child.

The object in the sections of Ethnology will be to show primitive forms of life, customs and institutions, as well as the distribution of the different races over the earth. This exhibit will be arranged according to countries and tribes, and will be supplemented by examples of dress, utensils, ornaments and weapons. Lieutenant Peary, acting as an assistant in this department, has obtained a most interesting collection of Eskimo objects collected by him on his recent expedition to northern Greenland, including summer houses of skins, boats, sledges, garments, household utensils, and many carvings in ivory. There will also be many interesting collections from the North Pacific coast, both from the British possessions and the United States. Mention should be made of a large exhibit illustrating the customs of the Northern Crees, which covers a field but little known. This section will include a group illustrating the ancient religions, folk-lore and games, showing their survival and development in the earliest period of civilization and in all countries. There will be amulets, charms, idols, and everything pertaining to early religions the world over.

An exhibit of great popular interest, and also of marked scientific importance, will be the outdoor Ethnographical exhibit in this section. It will consist of living peoples. The eastern border of the South Pond will be entirely given over to this department, and here will be clustered as many different Indian groups as possible. They will live in their native habitations, surrounded by their ordinary utensils, implements and weapons, and will be engaged in their customary occupations—weaving, making pottery, chipping flint, building canoes, etc. Their work will afford a very striking contrast to the work shown in the government Indian school, which will be in full operation close by. This illustration of primitive life will make more apparent the material progress made in America during the past four hundred years.

The New York State Commission will erect the council house and the long bark house of the Iroquois, as well as the bark houses and hunters' lodges of the several tribes which formed the famous Iroquois confederation. These houses will be inhabited by the Indians, who will live in their primitive way and carry on their various ceremonies. There also will be various canoes, such as were used in former times by this powerful people. A group of Indians illustrating two or more tribes is coming from British Guiana, while Indian houses from Brazil have already arrived. The group of fifty-seven Labrador Eskimos, now living at the North Pond, will form a part of this Ethnographical exhibit. Never before has there been such an opportunity to study the native tribes of America as will be afforded this summer by all these people, living peaceably together on the banks of this Lagoon. And the Indians, paddling about in their very various canoes, will add much to the picturesque effect of the Exposition.

The material in the section of Archæology will include evidences of man's existence in early times; and objects from the shell-heaps, ancient village sites, burial-places, mounds, Pueblo cliff-houses, and the ruins of Mexico, Central and South America will be shown in profusion. Models will be exhibited of the famous Serpent Mound, the Turner Group of earth-works and Fort Hill in Ohio, and the singular earth-works representing man and various animals in Wisconsin and Minnesota. The cliff-house of Colorado

will be represented by a special exhibit of models on a large scale. The models of ancient structures in Yucatan will faithfully represent the latest research. They have been cast in plaster, and will reproduce near the Anthropological Building types of symbolical ornamentation, façades of buildings and the different styles of architecture and sculpture found in Central America.

Another subdivision will include the various Archæological collections made by assistants of this department and the collections of various individuals, state commissions, museums and societies. Extensive surveys have been made in Ohio, Maine, New Jersey, and other portions of the United States. From Ohio alone has been gathered by several assistants the most extensive, as well as one of the most interesting, lots of material ever secured for a single museum.

At the burial-place of Ancon, in Peru, over one hundred graves were opened and from them were taken nearly two hundred mummies. In the interior of Peru explorations were made near Cuzco, in the valley of the Huaracondo. There were found several curiously wrapped mummies in caves in the side of a mountain. The results obtained from the explorations in Peru are especially satisfactory, for enclosed in the caves with the dried bodies were always found cooking utensils, often still containing fragments of food, such as corn, beans, potatoes, peanuts and dried fish. From the graves come also beautifully decorated pottery, copper work, carved wooden idols, fish nets, garments of different kinds, and a hand loom containing a half-finished product. Often with women were buried their work-baskets, containing weaving and spinning implements, thread and yarn, needles and pins of the spine of the cactus, tubes of paint and often a small clay image, all of which will be exhibited in groups as they were found.

From foreign governments will come collections to supplement these from America, and thus will be given the opportunity to compare the ancient peoples of all parts of the globe.

Besides these three sections the department includes other sections, of which I can only mention the names: History, Chartography, the Latin-American Bureau and Natural History. The object of the department is to tell as nearly as possible the story of man from his earliest primitive condition to the present day. His great antiquity on this continent will be shown, and the opportunity given to trace his wanderings and migrations to the present time. So far as America is concerned, the visitor will be able to see living representatives of the different peoples who were here centuries ago.—*Youth's Companion.*

NOTES OF EXPOSITION.

THE ideal approach is by water. You take passage on a huge steamer of the new Whaleback variety, and from the centre of Chicago you are carried to the centre of the Fair. The trip is delightful. The water front of the great city is lined with huge hotels and business houses, overhung by a London-like atmosphere of smoke; but the bright sunlight is also present, shining in from the boundless immensity of the great lake. Over its waves, in company with your couple of thousand fellow passengers, you glide out of the harbor, leaving behind the receding shores of the great city. It is as impressive as the view from the North river over New York. All here is a dead level, of course, but the huge profile of the Western city has its own majestic aspect.

The shores recede as you sweep out over the waters of the inland sea until, at the end of half an hour, you again approach them as you near the Exposition grounds.

But the term "Exposition grounds" conveys no idea whatever of the scene which opens before you as you near the shore. It is truly called a city—The White City. It is a great expanse of domes, towers, minarets, colonnades. It is a vision of almost dazzling splendor. It is as if Athens, Carthage and Venice were all combined and brought here by some magic spell. It suggests the superb splendors of them all. There is not a vestige, a hint of the commonplace or the merely utilitarian, and in this most typical Western place, you have a temple city dedicated to labor and industry, which is in its realization the embodiment of an ideal dream.

I landed and entered at once the great classic peristyle, with its fourfold rows of Corinthian columns. Up they tower into the air; on high is the far-off roof; and seen through the glorious aisles on one

hand are the blue waters of the inland sea, and on the other the magnificence of the Exposition grounds.

I determined to give my first day to a ramble at will from point to point, as it might happen. Pictures of the ruins of Thebes and Karnak were in my mind, memories too of St. Paul's without the walls at Rome, and other classic sites; but the huge Peristyle, and the great Court of Honor, with its vast parallelogram surrounded by great pillared buildings, seemed more glorious than remembered picture or sacred place.

Every step opened up new wonders, whether you strolled by the shore line, looking out over the boundless blue of the lake, or turned into the enclosed acreage of the enormous buildings, lifting themselves 250 feet into the air. The very vastness of the space of the Exposition must be cautiously and courageously approached, else you will be tempted to give up the whole matter as impracticable. But one need not refuse sunshine because they cannot hold the sun in their hands, and there is no use in fretting if, in a day or two, one can see but a few fragments here and there; one view of it would be a memory for a life-time, so let us be content to take what is practicable. I heard of a traveller once, who had at his disposal just time enough to go from Paris to Rome and return, spending in the latter place five or six hours. He wisely determined to fill in his opportunity as best he could, and so fled on by the Rapide to Marseilles, Genoa, Pisa, Rome and back again, photographing on his mind the glories of the Forum, and St. Peter's—the ancient and the modern—his forever. So one may be enriched by ever so cursory a view of the World's Columbian Exposition.

In this absorbent state it was a pleasure to walk on from palace to palace, and through crowds of people, whose great numbers found ample room in the generous space of the place.

A distinguishing mark of this great Exposition is the admirable use of water, as an element of the beautiful and the useful. An artificial water-way extends through the whole place, serving as a great mirror to reflect the architectural beauty of pillar, dome and facade. It also affords a most interesting way of seeing the Exposition from the outside. The winding lagoons are traversed by electric launches and Venetian gondolas. You can choose the vessel of Venice with its sweeping oars and hints of romance, or you can take for your bark the more mystic power of the lightning stored up to propel you noiselessly by the Palaces of Industry which line the shores. Every turn of the way reveals new combinations, and new surprises, but the last is the best, when you enter the waters of the great Court of Honor, bounded by the Peristyle to the east—a background for the great gilded Colossus of the Republic, and the huge dome of the Administration Building on the west, with great structures on either hand, all reflected in the waves over which you glide.

Even in this first glimpse you have a sense of rest and satisfaction, and gain courage and content as you look at the vastness and richness of what is spread before you.—*Canon Knowles, in The Churchman.*

TEACHERS OF AMERICA.

COME TO THE WORLD'S COLUMBIAN EXPOSITION.

FELLOW Teachers of America, four hundred thousand strong, I cannot urge you too earnestly, nor too strongly, to make a close protracted study of the Fair. As Kate Field writes in *Washington:* "The men of the Directory have builded even better than they knew. In the presence of their beautiful dream city, I stand with reverence and thank God for the rhythm of its 'frozen music.' Thus was architecture called by a woman,—Mme. de Stael,—and now I, another woman, dare to say that were there nothing at Jackson Park but this symphony in white, created by the best architects of the United States, the melodious spectacle would be worth a journey round the world. There never was its peer. We shall not look upon its like again. From it will date the era of a new architecture for this country, which will transform our towns and make this Republic literally the home of art."

The unequaled educational opportunities and advantages of this great Exposition impress themselves upon me more and more, as I walk through the White City and observe the vast treasures of knowledge from every quarter of the globe, gathered within its walls. No summer school, or eight weeks' trip to

Europe—no other vacation outing—is comparable in educational value to that which Chicago offers you this summer.

Probably never again will be gathered together so many magnificent illustrations of science, art, history, manufactures, and commerce. It is an object lesson *par excellence*. It will be the regret and mistake of a lifetime if you do not make every effort to study the greatest educational exhibit on earth. Whatever a teacher's taste or special direction in teaching, it finds here ample means of gratification.

School boards might act with great wisdom and foresight by sending their teachers to the Fair and paying their expenses; the outcome would be extremely beneficial to the pupils.

I am led to write this because many letters of inquiry bear witness to the widespread and false impression in regard to the actual expense attending a trip to Chicago at this time. I can say to you, positively, that any one can get good board and lodging in Chicago, near the Fair grounds, for $10 per week, or one dollar and forty-three cents per day. You may reckon expenses per day as follows: board and lodging, $1.43; car fare, 20 cents; admission 50 cents; lunch on the grounds, 30 cents; total, $2.43. Per week, of six days each, $14.58. This includes everything but the incidentals, such as rides upon the lagoon, and the many interesting shows in the Midway Plaisance.

By sending two dollars to J. M. Greenwood, Kansas City, Mo., you will become a member of the National Educational Association, and at the same time put yourself in the hands of your friends in Chicago. By written request you will be found a comfortable boarding place, and will be met at the station and guided to your temporary abode.

Come, if you have to beg or borrow the money. Come and stay just as long as possible. To again quote Kate Field: "Come one, come all. You cannot come too soon or stay too long. Whoever tells you the Fair is not ready, has about as much appreciation of its wonders as an ant has of differential calculus. I do not expect to see one-thousandth part of the Exposition if I remain all summer. Americans who go to Europe this season show as little patriotism as appreciation of this Exposition of the brains of all nations that well-nigh appals by its magnitude. Jules Verne journeyed round the world in eighty days. Come to Jackson Park, and, like Puck, you can 'put a girdle round the earth in forty minutes,' and then sit down and choose the country in which you will spend the day."

This is written in the interest of the school children of America.—*Col. Francis W. Parker, N. E. Journal of Education.*

COL. McCLURE ENJOYS IT.

SPECTACLE WITHOUT PARALLEL IN THE HISTORY OF THE WORLD.

THE Chicago Fair is vastly the grandest tribute to civilization ever presented in the world's history, the most imposing spectacle ever witnessed by any people, ancient or modern. It would well repay the student of progress to come from any land, however distant, simply to see the great composite city of the world's grandeur presented on the Exposition grounds, without entering any of the gigantic temples crowded with the handiwork of every clime and the achievements of science. No such realistic panorama of the world's architectural magnificence has ever been given, or even approached, in all the varied records of the past ages. It has revived all the splendor of the ancients and all the advancement of the present, in one group that blends in sublimest lustre the most exquisite attainments of mankind.

A delightful boat ride through the lagoons of the lake, which trace their silver lines through the entire grounds, gives the visitor in a single hour the best view of the wonderful architectural beauty of the admirably grouped buildings, and that followed by a circuit of the entire Fair on an elevated electric railroad completes the most poetic and inspiring picture ever seen by any people. Not only is the architectural grandeur of the world reproduced in bewildering conjunction, but the Midway Plaisance is the world itself in miniature.

It is not presented by the delineation of the artist, but by the people themselves, living in their own homes according to their varied customs, producing their own arts and curiosities, clad in their own costumes, speaking their own tongues and enjoying their own amusements. I yesterday witnessed a Chinese opera, a Turkish tragedy, an Algerian exhibition of

song and dance, all in theatres constructed in exact reproduction of their home theatres; and every phase of humanity, from the Hottentot to the sons of England, presents its homes, its industries, its customs within a mile's stroll among the jostling crowd of every known costume and tongue.

Any intelligent American, or visitor of intelligence from any land, could devote weeks to the study of the external beauty of the Exposition and leave the task unfinished. I could devote a month to the most interesting study of the varied nations of the world on the Plaisance, and know more of foreign peoples than could be learned in years of travel around the globe; and one view from the sublimely columned lake front across the shimmering lagoon toward the Administration Building, or from the broad plaza by the colossal fountain, presents the combined architectural grandeur of six thousand years in realistic sublimity. Nor is this enchanting view presented in miniature. The buildings equal or surpass in stature the temples of the Romans, the Grecians, the Corinthians, the Moors and others which are imitated, and the whole picture is like the Rome that Augustus transformed into marble.

I believe that no fair-minded national legislator can visit the Exposition without being convinced that the Government did both Chicago and the Republic a great wrong by not giving at least $5,000,000 of an appropriation without other conditions than that the Government should be repaid *pro rata* with other contributors. But Congress may be in session before the summer shall have ended, and if so, it should assume any responsibility necessary to assure the full lesson of the matchless work to the people of the only land that could have conceived and presented it. In the meantime, the destiny of the Exposition is in the hands of the American people, and there should not be less than an average of 1,000,000 visitors every week from this time until November. The man, woman or child who can reach it and fails to do so, must suffer an irreparable and self-inflicted wrong.

There will be no best time to see the Chicago Exposltion, and those who intend to visit it should come as best suits their convenience. Many who could come now would be hindered from coming later by unexpected causes; and as every intelligent American should see it, all should come whenever they find it opportune. All who can do so, should come twice or thrice and spend at least a week each time. I can conceive of no more profitable way for any intelligent American to spend several vacations during the summer than at the Chicago Exposition.

To be comfortable in Chicago for a week or more during any of the summer months, it is necessary to be able to change from the coolest to fall clothing with all the fitful changes of the Windy City. Straw hats, pongee coats, palm-leaf fans and heavy fall suits with winter overcoats, have all been comfortable here during the present week, and those who are not provided for such fantastic weather variations are liable to suffer. The Chicago people won't confess that they have a disagreeable climate; but as they did not make it and can't improve it, they may be excused for failing to declare its often sudden and startling caprices. No city or community can "have the earth," but Chicago manages to deserve and to enjoy more of the earth's fulness, with a full share of blemishes, than any other city of the continent; and, however we may criticise Chicago, every true American is none the less proud of the matchless strides her people have made in American progress.—*A. K. M., Editor Phila. Times.*

TRIUMPH FOR WOMAN.

WHERE at any time zeal for the Columbian Exposition required awakening and stimulating—as well at Washington, where Congress was finally brought to the financial support of the great enterprise, as in many of the States—woman was always to the front; and now that the results of these labors are visible in the greatest exposition ever held, women are entitled to receive and do receive their just meed of praise and honor. The part women have taken in building and managing the Columbian Exposition furnishes a splendid precedent and marks a new era, the fullness of whose achievements will work little short of a revolution in the century just ahead.

To foreigners especially is the part woman has taken in building the Exposition a revelation. Professor De Dimcha, of the University of St. Petersburg, in an interview in *The Inter-Ocean*, recently, gave expression to this fact when, in reply to a question as to what had impressed him most among the National

characteristics, he answered "*La femme.*" "Your women," said the professor in English, "are very strange. I do not understand them. They are not like our women at all. I come to Chicago. I look around me. They are as great as the men. I see a great building. I am told it is the Women's Temple. I am surprised. Such a thing would be impossible among the Russian women. I go to the great Exposition. There are many large buildings. There is one as great as any there. I ask what it is. They tell me it is the Women's Building. I am astonished. The women are everywhere. They do as much as the men. They have held a wonderful congress. I have been much interested in their addresses. They are very daring. They talk of social emancipation. They project in so many ways."

Professor Dimcha went on to say that the position and prominence of the American women had impressed him from the first. "I cannot understand it. It must be that it is due to your mixed schools, where boys and girls all sit and study together. I will tell you another thing that has impressed me. That is the American's esteem for himself and American customs. America will not know Europe. Do you understand? America ignores Europe. It is very amusing. If you come to Americans you must speak their tongue and conform to their customs."

To English observers also American women seem somewhat strange; and when recently, after a visit to the House of Commons, Miss Frances Willard expressed the opinion that the grill, which from time immemorial has screened the woman's gallery from the House, ought to be placed in the British Museum as a curiosity, John Bull was fully as much astonished at the American woman as the Russian professor quoted above.

And great as has been the advance of woman in the United States, where, as Max O'Rell has well said, they are already treated as queens and enjoy a position higher than that accorded to the sex in any other country, there are indications that at least in political importance the woman of the future in America will at last be placed on a basis of equality with man, having the power, if she desires to exercise it, to make her convictions potent in whatever direction she chooses in legislative enactments. One State has already proclaimed the political equality of man and woman, and woman has certainly done much in building the World's Fair to justify the belief that her influence will be exceedingly potent in the future in the upbuilding of a higher civilization, a purer morality, and a nobler manhood and womanhood, realizing at last, perhaps, in the coming centuries, Tennyson's noble idea of womanhood, as expressed in the conclusion of "The Princess," when all men will serve themselves best in aiding her:

"Will clear away the parasitic forms
That seem to keep her up, but drag her down,
Will leave her space to burgeon out of all
Within her—let her make herself her own
To give or keep, to live and learn and be
All that not harms distinctive womanhood."

ALL SHOULD SEE IT.

A CITY OF ART BY MASTER MINDS.

"EVERY person in the land possessed of liberal public spirit, or actuated simply by curiosity, ought to see the World's Columbian Exposition. I think before the season is over every one who can possibly procure the means will visit the Phantom City of the Fair—phantom-like in its color; phantom-like in the suddenness with which it has appeared before the eyes of man."

The above remark was made by General Horace Porter, who recently spent several days at Jackson Park, viewing the buildings and exhibits, and presided at the meeting of the Sons and Daughters of the Revolution held in Music Hall. He read an interesting paper also before the Railway Commerce branch of the Auxiliary Congress on "Safety Devices Applied to Railway Cars." In giving his impressions of the great Exposition, he expressed himself as above quoted, and continued:

"I think it is already generally acknowledged that the selection of Chicago as the place for the Fair was eminently wise. Not only is the city well suited to the purpose on account of its great central position and easy access by rail, but it had the most appropriate grounds to devote to the purposes of the Fair. It has been enabled to add a water feature in the shape of canals and lagoons, which form one of the most attractive features. Besides, the heat of the summer is not as great as in many other of our large cities.

"When the project of the Fair was first proposed, the people did not doubt

that the exhibits would be all that could be expected, but they had grave fears that the artistic character of the grounds and buildings would be lacking in genuine merit. Now that the Fair has been opened, every visitor is first struck with the marvelous architectural and artistic beauty of the buildings and the perfection of the grounds. The buildings are palaces and the grounds are gardens.

"The artists who conceived and executed this marvelous undertaking have given a new illustration of Lytton's definition of art—'The effort of man to express the ideas suggested to him by nature of a power above nature, whether that power lie within his own being or within that great first power of which nature, like himself, is only an effect.'

"When one gazes upon this marvelous combination of artistic beauty, one's only regret is that the masters of ancient Greek art could not reappear upon earth long enough to gaze upon this entire city of art which has been created by the master minds of the nineteenth century. They would probably then realize more fully than ever before that the artists of the world often do more for its progress than its philosophers. For in ancient Greece, while philosophers often aimed to humanize the gods, every artist aimed to deify humanity.

"Speaking of the Greeks, the word 'idiot,' when traced back to one of their dialects, originally meant a person lacking in public spirit. I think in the present day any one who fails to appreciate the great work which has been accomplished in bringing to perfection this international exposition is sufficiently lacking in public spirit to be worthy the name of 'idiot.'

"The existence of the Fair is in itself a liberal education to our people. It is every day teaching by great object lessons. The effect upon our people of bringing together here typical representatives of all the different nations, is equivalent to making a trip around the world. It has already taught our young people the great advantage of studying foreign languages. I find that under the stimulus of meeting so many foreigners, many persons who possessed only a meager book knowledge of some of the foreign languages are now speaking these languages more fluently, and many who had never made any study of languages are now taking them up and making very rapid progress in acquiring a speaking knowledge of them. It has taught our people, also, to give more attention to familiarizing themselves with the manners and customs of other countries, and the etiquette which exists in polite society in other nations, and is bringing into close contact influential men from all sections of our own country who otherwise would never make the personal acquaintance of one another. It will make the different sections of the land much better acquainted than formerly, and overcome many stupid local prejudices.

"But there is still a greater view which may be taken of the subject. The occasion of our Columbian celebration has been the means of sowing much good seed which will soon bear ripe fruit in the shape of permanent peace among foreign lands. For instance: The occasion brought together the naval fleets of ten of the first-class powers of the world to participate in our memorable Columbian naval review in New York harbor, and for the first time in history all these armed naval forces landed and marched in one harmonious column through the streets of a Nation's metropolis. While the guns of the fleet were firing, not in anger, but in respectful salutes, one of the most dangerous questions which has arisen between our country and Great Britain—the Behring Sea difficulty—was being quietly settled by a peaceable tribunal sitting in Paris. I regard the Columbian review as the greatest peace congress that ever assembled.

"Looking at the Fair from a commercial standpoint, every business man in the country should feel personally identified with its triumphant success. It will make our country better known than ever before throughout the world, and will undoubtedly greatly extend our foreign commercial relations.

"The general government is irrevocably committed to doing its full duty toward making the Fair a success. It has made appropriations; has sent notifications to foreign governments, and has invited foreign guests to the Exposition; and in the eyes of the world is as thoroughly identified with the Fair and committed to its success as the city which inaugurated it.

"Chicago presents the spectacle of every official and every private citizen stepping forth to extend the most generous hospitality to all who come to visit the Exposition, and I feel certain that

every right-thinking citizen who visits the Fair intelligently will go home a staunch advocate in its cause, and will advise every one he meets not to miss under any circumstances an opportunity of seeing a sight which he will not be likely to see again in his lifetime. In making a thorough success of the great Exposition it is not the reputation of Chicago which is at stake; it is the reputation of the United States."

PENNSYLVANIA.

WHAT THE KEYSTONE STATE HAS TO SHOW AT THE FAIR.

THE Pennsylvania Building has a wide, cool-looking piazza full of easy wicker chairs, inviting and restful to the many worn and foot-sore pilgrims who seek its shade; and the broad strip of flower-bed about the house is pleasant to see. In the rotunda you find the old Liberty Bell receiving the homage of hundreds daily. The rotunda runs through the building, while right and left are two suites of apartments. On the right is the reception room. The rich dark tones of the woodwork and furnishings are relieved by oil paintings, and a piano from a Philadelphia firm stands between the two large windows. From here to the smoking room whose sofas and easy chairs would tempt almost any one to rest awhile. This room leads to a general reception room, which runs the entire length of this side of the house. The women's reception room is very attractive. A rich carpet in a deep tone of green gives the keynote to the color arrangement, which is carried out in varying shades in the window hanging and in the foliage of the panels on the walls. Three large windows open on the porch outside. On the other side of the room a doorway divides two wall spaces which are covered with panels. The larger one to the right is the work of Mrs. Bush-Brown, of Philadelphia, and shows a group of young people dancing around a tree in full blossom. Miss Sarah Dobson painted the smaller panel on the other side of the door. The remaining wall space, a very large one, shows a picture from the brush of Miss Gabriella Clements.

Between the panels, cutting off a corner, is a mantleplace of white maple. Above this hangs a beautiful plaster panel by Miss Slater, which bears the legend: "Art sanctifies the sorrows of the world." Above this in a niche stands a little statuette symbolizing art. The furniture is in green and gold and the case of the beautiful piano, which stands near the windows, was made especially for the room.

From this apartment, through a short passageway, the walls of which are lined with etchings from Philadelphia women, you pass to a room which corresponds in location to the smoking room on the other side of the house. This is also a woman's parlor, and contains only the work of women. A deep green carpet and walls of the same tint carry further the idea of the larger room, while the light muslin curtains at the windows and the white maple woodwork give it a light, airy appearance. A china closet over the mantel with curiously shaped glass doors and another larger one which stands at the end of the room contain a beautiful exhibit of china painting. Along the wainscoting, too, all around the room, these charming bits of ceramics are hung, making a unique display and one not excelled by any other of its kind at the Fair. This exhibit is the work of the Ceramic Club of Philadelphia. In this room a window by Mrs. Sweeny, of Philadelphia, gleams and glows under a touch of sunlight. The furniture is a reproduction of the old William Penn furniture, and the colonial days are revived in many objects which stand around. The whole arrangement and planning of the women's rooms is the work of Miss Emily Sartain.

From the rotunda, two flights of steps lead to the floor above. On one side are the rooms of the commissioners and the Governor's room, the latter in dark wood and rich crimson tones, with the keystone appearing in every place convenient for ornamentation. There is a Philadelphia room also on this floor, which is filled with quaint, old-fashioned furniture, and on whose walls are oil paintings of Mayors Stuart, Fitler and Stokley, and photographs of the Councils' committee for the World's Fair. Most important of all, there is a newspaper room on this floor, in which all the Pennsylvania papers are on file. E. C. McKean, formerly of the Erie *Dispatch*, has charge of this department, and expresses surprise at the number of papers that are represented. Preparations were made for about 100, but there are on file to-day

400 newspapers, 200 of which are dailies. Next to this room is a well-lighted, cheerful apartment devoted to the use of press people. Desks and tables are there in abundance, stationery, and all appliances to make it a very agreeable stopping-place for the fraternity. A telephone and telegraph, with the post office down stairs, fill in all the wants of the correspondents who take advantage of the place.

Among all the exhibits which Pennsylvania has sent to the Fair, the most important for many reasons is its educational exhibit. In the gallery of the Liberal Arts building are all educational exhibits, and at the south end you will find that of Pennsylvania. The work of the State public schools is shown in a series of three-sided alcoves, the entrance to which is through a high arched doorway. A white glass panel over the door holds in blue letters the name of the State. Each city has its separate alcove, and all grades of work, from the kindergarten to the higher manual school, are shown. This arrangement is faulty on account of the repetition it involves. Other States have divided the work according to school grades. The Harrisburg and Allegheny schools have come out strong in drawing, and the manual work of the Philadelphia schools is something to be proud of. The University of Pennsylvania has a very telling exhibit and contains some features which are not found in any other in the building. Their space, inclosed by a wall of simple classic design, the work of the Architectural School, is separated into five divisions, in which the exhibit has been admirably arranged under the supervision of Mr. E. W. Mumford, assistant secretary of the University. The first space is a sort of reception room, containing photographs of classes, fraternities and athletic teams. A case 5 feet by 6 is sufficient to hold a collection of books, the work of the staff of the University. Maps from the Wharton School of Political Economy hang on the wall, while the display of pen sketches and water colors from the department of architecture brightens a great deal of space. The plates of the famous Muybridge collection are all in this room. In the corner stands a clock made by David Rittenhouse and presented by him to the University when he was a trustee in 1787. A feature peculiar to the University is the work from its veterinary department.

The next space-division is devoted to biology and medicine. The microtome shown here, used for cutting microscopic sections for investigation, is the largest and best of its kind ever made, and is the invention of Dr. Greenman, of the University. It will make shavings of preparations 25-1000 of an inch in thickness. The next division is given to psychology, and work will be done there all summer. The casual visitor, who wishes to have his sensory impressions tested by one of the numerous devices for the purpose, may learn how long it takes him to see a revolving disc, or to feel a pin prick, and so on. The last and largest division is given to archæology, a department in which the University is richer than any other place of learning. This room contains twenty cases full of precious exhibits. Down the centre of the apartment a large double case holds the treasures which the famous Babylonian expedition, sent out by the University, brought back. A number of little clay tablets, with their queer looking inscriptions, reveal chapters of the daily life of the Babylonian when translated. They are the lists of taxes, price lists, tithes, etc., and the University owns about 5,000 of them. A little group of stilts used in pottery to hold the ware in burning is exactly like those used today in Trenton, N. J., several of which stand by for comparison. And toys are here, too, showing that the tastes of childhood vary very little with time. Little lions and tigers and various animal shapes show a wonderful nicety in modeling. These little images are found principally in the graves of children. The Egyptian and Cyprian exhibit, sent by Mrs. E. L. Stevenson, of the University, take up two sides of the room. The mummies in this collection excite much curiosity, and I overheard one girl ask her friend if she thought it was a real mummy, while one old farmer asked Mr. Mumford if it was found in Pennsylvania.

The famous American exhibit, which has just come back from the Madrid Exposition, where it won a gold medal, takes up one side of the room, and over its case on the wall is a curious exhibit of some of the weapons and musical instruments of the Fan tribes of the Congo region.

Across the aisle from the University, Ogontz Seminary occupies a pretty little above filled with sets of books. Down the gallery, on the other end, is a fine ex-

hibit from the Indian School at Carlisle. Specimens of the work of Indian boys and girls in many trades are shown, and clever drawings and pen work cover the wall. In one case is a showing of very good harness, and I am told that these boys supply the government every year with 200 sets of these trappings, which are sent out to the Indians on the reservations. The boys do all their own tailoring, as is shown by several dummies wearing nicely-made suits. A large case is filled with the work of the girls, giving evidence of their skill in dressmaking, knitting and fancy work. A fine exhibit of tinware is in this space: and the boots and shoes testify to their skill in still another useful employment. A full-blooded young Sioux is in charge of this exhibit, and discharges his duties with a courteous intelligence which is very pleasing. He said that he was at first a tailor, but now he is studying book-keeping, as he found the first trade too confining. He wants to return to his home in South Dakota, and hopes either to get a government clerkship or a school. I thought his little speech as significant an exhibit as any I had found.

The State Normal Schools at Bloomsburg, Kutztown, Slippery Rock and West Chester have sent a fine collective educational exhibit. Under the department of physical development, training and condition and hygiene, the State has a good showing. Improved filters of all kinds, appliances for cleaning water mains, cases for collecting specimens of drinking water from hydrants are exhibited by the State Board of Health. In this department, too, are found plans of model tenement houses by the Beneficent Building Association of Philadelphia, and a model workmen's dwelling put up by the Philadelphia county women's committee on the Midway Plaisance.

Instruments of precision and for experiment and research are shown in quantities, and the finest and most delicate scientific apparatus are found in the exhibit from Philadelphia firms. Musical instruments, too, are not wanting, and several Philadelphia firms have beautiful exhibits of different instruments and musical accessories. There is one exhibit of band instruments from a Quaker City firm which calls forth a great deal of admiration. When you leave the Liberal Arts Buildings go north and cross the pretty little bridge which spans the lagoon at this point; then, bordering on the lagoon and just this side of the Transportation Building, you will find the building of Mines and Mining, which holds much of interest to a Pennsylvanian. As you enter the door you see towering up in the centre of the hall a huge black obelisk. This is an anthracite coal needle, showing a vertical section of the "Mammoth" bed as it appears in the mines of the Lehigh Valley Coal Company, upon lands of the Girard estate in Schuylkill county. The coal was cut out and formed into this needle in the exact order as it lay in the body of the earth. The needle is 54 feet high. It cost $10,000 to have this arranged as an exhibit. The object is not only to display the ores and minerals of the State, but in each case to show the successive processes by which they become marketable ware. For instance, one case holds a large bowl in which there is a quantity of finely pulverized clay. Next to this is the clay as it comes from the mould, pressed into square tiles with a design outlined upon them. The next state is the enameled tile (rows of bottles of enamel stand on a shelf), and last the baked and finished tile, the beautiful result of the manipulation of simple clay, lies before you. An anthracite coal breaker is shown also. The great blocks of coal are put into this machine and broken into pieces, which are passed through a sort of sieve-like arrangement, separating the different pieces according to their size for the market. There is very much of sameness in an exhibition of this sort to the uninitiated, who knows not the value of certain furnaces and retorts, and mineral paints, etc., but it is noticeable that the private exhibitors of the State come out very strong in this department.

In the Fisheries Building the Pennsylvania State exhibit draws an admiring crowd daily. Those who are interested in this direction come to examine the various hatching apparatus displayed or to observe the different varieties of live fish, while the unlearned in these matters sit and admire the beautiful arrangement of the space devoted to this exhibit. Colonel John Gay, representing the Pennsylvania State Fish Commission, has arranged the whole affair, and much credit is due to his untiring patience and care. The exhibit, consisting principally of fish propagated by the State Fish Commission, is made in

aquaria constructed of iron and French plate glass so that the fish are easily seen. The space of this exhibit is the largest in the building, about 1,700 feet, and is kite-shaped, running along the main hall. At the entrance there is an arch of rustic wood, covered with vines and set about with green plants. At the centre of the arch the keystone appears, covered by the coat-of-arms of the State. Above this in gilt block letters are the words, "Pennsylvania State Fisheries." Inside of the arch hang fifteen beautifully-executed water colors of fish that are indigenous to the waters of Pennsylvania—the trout, the pike, the perch, the white fish, the shad and all the varieties that have market value or appeal to the sportsman. Ten or twelve large photographs of hatching stations at Corry, Erie and near Allentown hang in this enclosure, and on the front pedestal is affixed a large china plaque with a finely painted brook trout, by Mrs. E. L. Vansant, of Philadelphia. Inside, the visitor finds a pool containing a model fishway, supplied with water by cascades which tumble down over an artificial falls arranged at the back of the apartment. The work thus built up forms a sort of tunnel which conforms to the kite-shape, and along which the twenty-one aquaria are arranged. These aquaria are so placed that the light strikes into them from above, and the tunnel being dark the fish are seen to the very best advantage through the glass sides. At the entrance to this rustic structure are grouped various fishing appliances, hatching apparatus, etc., while stretched along the sides of the building is an immense seine on which are again the words, "Pennsylvania Fish Commission." Rods, reels, flies and tackle are spread out in bewildering array—the outfit ranging from the very simplest to jewel-studded, gold-tipped arrangements costing $500 and more.

I want to say for the benefit of those who visit the Art Building, and who want particularly to find the work of Pennsylvania artists, that there is a separate catalogue of the exhibits from this State, which can be procured at the building, and which will serve its purpose much better than the general catalogue. I had to use the combined one, and a weary time I had of it, looking up the work of our artists, because they are very numerous and are scattered in the main hall, through the galleries and over the walls of the eighteen large rooms devoted to the United States. One of the first things seen on entering the main hall is a charming little bronze group by J. J. Boyle, of Philadelphia. A woman, with limbs relaxed in weary slumber, sits in a chair, while two children, one against her breast, the other flung across her knee, seem sound asleep. It is called "Tired Out" and is so expressive in every line that one has no need of a catalogue to find its title. Two pieces from C. A. Sterling, of Philadelphia, "Cordelia" and "Boy With Ribbon;" one from C. B. Cox, Philadelphia, "American Buffalo," and two from C. Grafly, Philadelphia, "Daedalus" in bronze and "Bad Omens" in plaster, make a scant showing in the room of sculpture.

In the Woman's Building the exhibits of the women of Pennsylvania hold their own with the very best. In the very centre of the main hall—the Gallery of Honor—stands a statue of Maud Muller, by Miss Blanche Nevin, of Lancaster. The block of marble out of which this was carved is very beautiful, and cost $2,500. A slender girlish figure with rake in one hand and cup in the other is Miss Nevin's conception, but its chief beauty is to be found in the dreamy, wistful expression of the young face. Among the many oil paintings which thickly cover the walls of this hall are to be found many signed with Philadelphia names, chief among which are Cecilia Beaux and Alice Barber Stephens. In one of the rooms leading off from this hall Miss Elizabeth Abele, of Philadelphia, whose beautiful windows are so much admired, will have in charge a sort of process room, showing how the glass is prepared and arranged through all stages until it becomes a lovely window.

Pennsylvania has come out strongest in etchings, pen and ink and black and white work. In this department Pennell has twenty-five exibits, each containing about five or six pieces framed in one series. There are some exquisite wash drawings in this collection, and the pen and ink drawings of cathedral interiors are rich in detail and perfect in finish, as is everything coming from this gifted artist. John Sartain, Rosenthal, Peter Moran, Cecilia Beaux, Alice Barber Stephens, are represented by some fine things in pen work and mezzotints. These and much more from Philadelphia go to make this display one of the strong-

est of its kind in the building. Among the oils and water colors the wonderful portraits by Eakins, the strong work of Vonnoh, Miss Stephens and Miss Beaux hold high place.

In Horticultural Hall there are to be found exhibits from all the leading florists of Philadelphia, and several fine private exhibits, foremost among which are the Childs and the Baldwin palms, and the ferns of Girard College. One firm has built a charming little grotto with waterfalls, and a Pittsburgh firm has laid out very fine plans of parks, which attract much attention.

Considering the exhibits from all points of view, it is safe to say that Pennsylvania holds her own with the showing of any other State. From the beautiful State Building, through all the several departments of the great Exposition, a Pennsylvanian sees work that makes him justly proud of his Keystone State.—*Philadelphia Times.*

CHICAGO EXHIBITION.

WITH the starting of the Ferris Wheel a short time since the World's Fair at Chicago may be regarded as complete. Although this wheel does not differ in principle from those common at seaside resorts and excursion grounds, its enormous size makes it an exhibit of engineering skill even more remarkable than the Eiffel Tower at Paris. The wheel is 250 feet in diameter and of enormous carrying capacity. Travellers sit in big cars, and, as the wheel revolves, are carried up more than 250 feet from the ground and are given a splendid panoramic view of the fair grounds and of Chicago. The Ferris wheel is the most conspicuous feature of the Midway Plaisance, which section of the Fair grounds, though not included in the exhibits proper, realizes more fully the idea of a World's Fair than the exhibition buildings themselves. Here are gathered all kinds of villages, bazaars and side shows, with enough amusing and instructive features to occupy one's time for a week. Visitors to Chicago should beware, however, how they allow these side-shows to tempt them. The principal features of the Midway Plaisance may be seen at the theatres from time to time, but the exhibits in the principal buildings, and especially in the Art Gallery, are such as can be seen nowhere else.

This generation of sight-seers will probably never have another opportunity to see such representative collections of works of art from all the principal nations of the world as are gathered in the art gallery of the World's Fair. And each of the other great buildings is filled with exhibits which, if carefully studied, would give one a liberal education in particular departments of art, science, or industry. The World's Fair is a great place for those who seek amusement and novelty. It is a still greater place for the specialist and student to whose instruction the four quarters of the earth contribute of their best.

During the present week the number of paid admissions has exceeded 90,000 daily, or three times the average attendance at the Centennial during June. This is an indication that the attendance will be much greater as the summer advances, and especially in the fall, for every one who visits the White City becomes an enthusiastic advertiser of its attractions and urges his friends to attend. With reduced railway fares, especially from the East, the attendance can be greatly multiplied, and, though it seems improbable that the World's Fair can be made financially successful, it will accomplish its main purpose, that of promoting the business of the country and educating the people, if it can gather the people from all parts of the United States to see the great exhibition of art and industry. Visitors from every town and city in the country will carry back with them to their homes new ideas and improved tastes, which they will impart to their neighbors. The Centennial had this effect. Every State felt its influence, particularly in the schools, and the Columbian Fair will be no less potent.

Arrangements have been made whereby more than one hundred conferences and congresses are being held, at which papers are read and discussed by specialists in almost every department of human effort. They attract little attention now except from the relatively few participants, but all the papers are preserved for publication, and the library of good things that will some day be published and distributed will carry the influence of the Fair far beyond the term of its existence. These congresses are not held on the Fair grounds, but in the Memorial Art Palace, a building especially constructed on the Lake Front Park of Chicago, at a cost of

about $600,000. It contains 33 halls, besides committee rooms and two big auditoriums, seating 3000 persons each. It is possible to hold 36 large meetings and more than 300 special or sectional meetings or conferences in this building each week, and thus far the programme has been fulfilled. The newspaper press has given up in despair the idea of reporting these meetings, and barely mentions those that appear to be of special importance or public interest. But the papers read will all be preserved in print, and as many of them have been prepared by specialists of world-wide reputation, the literary outcome of the World's Fair will probably be one of its most important exhibits.

For this, however, all can wait; the Fair itself will not wait, and those who can do so should visit Chicago early in the summer. They will find 100,000 people on the grounds—enough to form uncomfortable crowds in the places of special attraction, but not so many as will be there in September and October.—*Phila. Ledger.*

ELECTRICAL WONDERLAND.

THE Columbian Exposition is distinquished preëminently from all previous World's Fairs by its novel electrical exhibits. At no former Fair could such a display have been presented; for during the last ten years—nay, during the last five years—a marvellous progress has been made in the control and application of this subtle form of energy. For the first time in the history of World's Fairs, electricity has been given a department wholly by itself. One of the greater buildings of the Exposition is devoted exclusively to electrical exhibits; nor will this vast building contain them all; the grand spectacular displays will be made out-of-doors.

Within the building has been installed the extensive apparatus of various prominent companies, both national and foreign; and in this connection it may be added that, although ample space has been allotted to foreign exhibitors, the Exposition has very markedly demonstrated the preëminence of American electricians. The United States, indeed, may fairly put forth a claim as the birthplace and home of electrical science. The exhibits are divided into numerous groups and sub-groups.

One of these groups contains electric motors of all descriptions and sizes, from one of fifteen hundred horse-power, designed for a large locomotive, down to those small pieces of mechanism which drive the dentist's drill when excavating a tooth. Hard by has been located apparatus for heating houses by electricity, also for heating ovens for baking, and flat-irons for ironing clothes continuously, without taking the irons to the stove. Yet another group here illustrates how electrotyping, electro-plating, nickeling and gilding are done by electrical action; also forging, tempering and welding metals. Of much interest is the historical group, where are to be seen on exhibition many primitive-looking electrical machines, batteries, insulators, etc., of earlier inventors, such as Franklin, Faraday, Davy, Morse and others. In this group are shown objects of interest collected by the late Cyrus W. Field, mementoes and relics of the voyages made by him to lay the first Atlantic cable. During the summer several electrical congresses will be held at the Exposition, when prominent electricians of America and Europe will meet to discuss topics pertaining to their science. Professor Tesla has offered to exhibit some of the recently discovered wonders and paradoxes of electricity; how, for example, currents of enormously high tension, up to a million volts, may be transmitted. It is understood, too, that the same eminent electrician has volunteered personally to illustrate how, under certain circumstances, a current of one hundred thousand volts may be sent through the human body without injury to life; an experiment which seems the more wonderful when we recall the fact that the currents made use of for executing murderers at Sing Sing, New York, have never exceeded two thousand volts.

But the displays which prove most popular are undoubtedly the splendid out-of-door effects at night; the lofty-spraying electrical fountains, the thousands of arc-lights and the search-lights, throwing enormous shafts of brilliant white slowly over the grounds, lighting up first one building, then another.

There are not far from eight thousand arc-lamps, each of two thousand candle-power, and about a hundred and thirty thousand incandescent bulbs of sixteen candle-power. Arc-lights as powerful even as eight thousand candles each will be exhibited; and in contrast to them

tiny incandescent bulbs set among the foliage of trees or amidst flowers, of only a sixteenth of one candle-power, faintly glowing in the dark like fire-flies.

Grand effects are also produced by the powerful search-lights on the highest towers. There are two of these lights on the Electricity Building. By many experts the devices for manipulating these lights are considered the most marvellous pieces of electric mechanism yet produced. By a delicate switch machinery the operator can throw the light to any altitude at any angle he may desire. In the purely ornamental uses of electricity, the two great electric fountains near the central court are the most gorgeous exhibition of their kind ever attempted.

Another feature of the electrical exhibit is the light electric launches that ply on the lagoons and along the canals. Scores of pleasure boats and yachts in the harbor, near the long pier, have also been equipped with electric motors and storage batteries; and a number of torpedo boats will occasionally give practical demonstration of the uses of electricity in naval warfare.—*Youth's Companion.*

MR. DEPEW ON THE FAIR.

HE VIEWS WITH WONDER THE GREAT EXPOSITION.

HE is a great admirer of Chicago, Hon. Chauncey M. Depew, and probably one of the best qualified men in the world to talk about the World's Fair. He made the oration when the magnificent buildings were dedicated last October, and although a New Yorker, has been ever ready to uplift his silver-toned voice in advocating the White City. Many persons in the East who know Mr. Depew by reputation, if not in person, will regard his impressions of the wonderland at Jackson Park as a confirmation of the good things that have been written about the World's Columbian Exposition. In a recent interview he said:

"I have seen the Fair, and I have seen it thoroughly. Naturally, the first thing that strikes one is the excellence of the transportation facilities. Yesterday I watched how 178,000 people went to the Exposition and I saw how they returned. It surpassed what I thought could be done when I was here at the dedicatory exercises. As it is, the service of the Illinois Central leaves little to be desired, and when supplemented by the elevated road, and the cable cars and the boats, it is fully equal to the present demand and capable of expansion to meet any possible emergency.

"The stories of extortion which we hear so much about in the East are like everything affecting Chicago, greatly exaggerated. I think people can secure about what they want at a reasonable price. I found the restaurants at Jackson Park good and reasonable. Of course people cannot expect a parlor and a bedroom, with both on the ground floor, together with full course meals, at prices which prevail in boarding-houses and dollar-a-day hotels, any more in Chicago than they can in New York.

"The Fair itself is so vast, so comprehensive, so beautiful, that it eliminates comparison with other exhibitions of the kind that have been held before in the world. It is vastly superior in interest, in extent, and in value, to any previous Fair ever built. In other words, to use a very comprehensive American phrase, when compared with this Fair, other Expositions are 'not in it.'

"If one will come in from the lake through the marvelous entrance, which seems to revive in the memory of a college man his dreams of the approaches to the famous buildings of antiquity, then a fitting sense of the Exposition is in a degree obtained. By a further ride on gondola or launch through the lagoons, one gets an impression of the vastness, the superb architectural beauty, and the completeness of Chicago's work, which it is impossible to describe, as superlatives are unequal to the occasion. Then you must add to that the thirty buildings belonging to the States of the Union, which in size, appointment, and number far surpass the buildings erected by all the foreign nations of the world at the Paris Exposition.

"I remained last night for the illumination. It is worth a visit from New York if there was nothing else there to see. It was simply enchanting. It would make a poet out of a baggage-smasher! I have seen an illumination of the grand canal in Venice, and repeatedly that of the World's Exposition in Paris, but the vastness of the White City and its possibilities for effects made those nights, wonderful as they seemed at the time, after last night, remind one of the difference between a candle and an arc-light.

"The Paris Exposition was more complete and perfect it its European and Asiatic exhibits—neighborhood and distance will account for that—but the electrical, transportation, agricultural, and manufacturing displays here are infinitely superior to any anywhere presented in the world before. All Americans will have all the incentive to national pride that could be desired by noting the progress of their country in electricity and its appliances; in the Machinery Hall by the inventions and their uses and usefulness; in the Agricultural building in the superiority of our products from the farms, and in the Mines building by the complete example of the nation's inexhaustible resources as shown there. And last but not least is the Transportation exhibit. In this display we are easily a generation in advance of the older nations of the world, in the comforts and luxuries that American travelers enjoy.

"This exhibition is 10,000 University Extensions and Chautauquas concentrated in its educational advantages! No man or woman can visit it, go through it, stay in it, and go with it, without becoming bigger and broader for the rest of their lives. Its effects will be seen through American artisans in our manufactures, through our farmers in our agriculture, through our artists in their sphere, and through our educators in the schools. It is at once a kindergarten, a common school, a technological institution, manual training institute, and a university. Besides all this, the various congresses which meet here every day bring together the ablest men and minds in their respective departments, and emphasize the latest results in human thought.

"After all the most pleasing thing about the Fair is the crowd. It is a typical American one, orderly and good-natured, and intelligent; anxious to see everything that is to be seen; asking questions in a way which makes you glad to answer them, and answering other questions in a manner that makes you glad to ask. There is no crowding, no elbowing of people out of the way to get a better position where temporarily there might be a number of people wanting to see the same sight. It is an ideal crowd, and in all of my experience I have not yet seen upon the Exposition grounds by day nor by night a single drunk or disorderly person, nor have I seen an emergency at any time when a guard or policeman was required.

"We are in the midst of a financial flurry, at present, growing out of a lack of confidence, that lack of confidence being solely due to the uncertainity about our currency. The prosperity of the country and the generally favorable conditions of our business, and the conservative manner in which our enterprises are at present conducted, makes it impossible for any deep-seated or long-continued distress, or for a disastrous panic. The World's Fair is to be the most potent agency in restoring confidence and prosperity. There will be in Chicago during the next four months at least 200,000 persons each day, spending not less than $3 to $5 apiece. This represents only expenses there. To that must be added the money spent in preparation for coming, and upon transportation. This will bring out of hiding places and old stockings and safety deposit vaults vast sums which will be put into active circulation, the benefits of which will be felt throughout the land.

"So far, only the people within a radius of a few hundred miles have visited Chicago. Those in the distance have been the passengers on the limited trains. But as the knowledge of what there is here, and a comprehension of what will be their misfortune to miss it, goes through the country, there will be a movement unprecedented in our history toward Chicago. Every one who has enough money to get there and back home again is coming, and as soon as this demand becomes evident, the railroad companies will meet it by cheaper service.

"The effect upon Chicago is to be of a commercial and business value so great that if the whole of the present investment by the city and its citizens was sunk and lost, it would, for the future of the city and its business position, be the best investment that any town ever made."

THE caravels built by Spain, in exact imitation of the three small vessels that comprised the fleet of Columbus, reached Chicago early in July. A few days later the famous Viking Ship also arrived. Captain Magnus Andersen and his sturdy crew of eleven men sailed this little ship across the Atlantic just as their Norsemen forefathers did a thousand years ago.

NOTES FROM THE FAIR.

IN looking about in the Art department among the pictures, says a correspondent of *The Friends' Journal*, I found them fine, beautiful, touching, unattractive, or repellent, as the case might be. There is a lovely Madonna and Child done by one of the jury, and so not entered for a prize; I heard a young woman commenting upon it in terms of warmest admiration to a gentleman beside her; she thought it the finest picture at the Fair. Then there is a charming painting called "Repose," of father, mother, child, and grandfather, French peasants, at rest in a field. I could stand and look without tiring. "Breaking Home Ties," by Thomas Hovenden, brings the tears whether one will or no—the young boy bidding his mother farewell before going out into the world, the other members of the family variously affected, and even the dog appearing to take in the full meaning of the scene. A picture of a fisherman is very true and excellent; and among others which drew me to more than a hasty glance were Christ at supper among French peasants (painted so purposely, to aid the feeling that he is as much to the life of to-day as to that of his own times, and to French peasants as to Jewish fishermen); Christ in the carpenter's shop, with Mary Magdalene on her knees beside him; and the Descent from the Cross, among French peasants with most expressive faces and attitudes, in the style of the former. There is also a beautiful statue of Christ with his arm round a little child; "Except ye become as this little child," etc., was the title. On the other hand, many both of the pictures and statues were very disagreeable in execution and sentiment. But there is no need to dwell upon them. There are lovely, restful landscapes, quiet and stormy sea views, attractive portraits, pretty indoor scenes or "interiors," mythical and historical paintings, foreign scenes of streets and courts, mornings and twilights, springs and autumns, and a little of everything one cares for. One very pretty picture was of a young woman in a vegetable garden, finding a bouquet of flowers and a note with it on the paling fence, placed there for her. I have not seen half yet, nor can I tell of half I have seen.

We went through an Indian school and saw ruddy brown boys and specimens of their work; letters, compositions, good penmanship, cabinet making, map-drawing, and so on. One of the compositions dwelt on the deterioration of their race since the fine old days of hunting, etc. One finishing a letter to his parents, wrote, "God may bless you;" but we thought his meaning was probably better expressed by putting "may" first instead of second. We went through the Children's Building, and saw through a glass partition some dozen children with a nice looking young woman in charge, holding one on her lap. The Horticultural Building is very interesting and beautiful. Plants from Japan, looking just like those on the fans, plants from Ontario and New South Wales, and many countries, all admirably arranged for fine display. A stag's-horn fern is remarkably odd-looking and graceful. The display of fruits and vegetables, fresh or canned, looked very appetizing. Bunches of grapes were preserved whole in glass jars with pretty effect.

The State buildings are of much interest. Pennsylvania's is considered one of the finest of them all. The Iowa Building is certainly unique, decorated most astonishingly and tastefully all over walls and ceiling, and supporting columns with ears of red or yellow corn, and white corn-husk cut in patterns and arranged in various designs. Wheat and other things figure too in the adorning, but it is chiefly a revelation of what can be done with corn. Even pictures are made out of it; a girl leading a cow, and so on.

But one thing which most defies description is the Electrical exhibit. I have not any words which could make it clear to one who has not seen it. In the Egyptian Temple, the lights are half hidden behind thick colored glass, and flash and fade in alternate series or patterns. So too the "Bunker Hill Monument" is covered with electric lights that shine or die in series, making various regular patterns in red, white, and blue colors, according to whichever set of lights is glowing. One moment the column is adorned with stripes, again with zigzags, or diamonds, and finally every light is shining at once, making a magnificent illumination. There is a pavilion in the same building, in which is displayed every conceivable kind of electric light, and the *glory* of it is intense and brilliant.

The Krupp iron and steel exhibit is wonderfully fine and well worth seeing,

though it does include the great cannon. I spent one afternoon in the mines and mining building. What a country we have! so rich in coal, copper, lead, zinc, tin, silver, gold, petroleum, iron, marble, onyx, and many more valuable products. Montana sends a statue of solid silver, life size. Pennsylvania's exhibit contains tile flooring, and is inlaid so as to look like handsome rugs laid about here and there. We enjoyed the mining machinery, too, the ore crushers, etc., and were greatly interested in models of great mines, vertical sections 1-48 the natural size, showing shafts and excavations.

The Midway Plaisance is crowded full of interest. "A Street in Cairo" recalls all Eastern stories. The camels were ugly, ugly, ugly, but so nice and docile! The funny little donkeys, so strong and good. The men and women looked as if they had just stepped out of the Arabian Nights. We spent a while also in the Dahomey village which some time I must tell about.

THE BIG FERRIS WHEEL.

NOVEL PENNSYLVANIA INVENTION AT THE WORLD'S FAIR.

THERE is nothing in the World's Columbian Exposition, says Robert Graves, that compares in genuine novelty and sensationalism with the great vertical wheel which stands in the very centre of Midway Plaisance. I long ago predicted that this giant structure would be the chief sensation of the World's Fair, just as the Eiffel tower was the chief sensation of the Paris exposition, and the prediction has been verified. Though the wheel has been in operation to the public but a few days, vast crowds of people constantly surround it watching its movements, and thousands more pay their half-dollar apiece for the privilege of going around upon it.

Considered from the engineering standpoint, as well as from that of popular interest, this is a greater marvel than the Eiffel tower, which earned a reputation for its builder and a fortune for its owners. Whereas the Eiffel tower was simply a bridge a thousand feet long, erected upon a strong foundation and placed on end, a simple construction like a couple of Chicago's tall steel buildings stood one upon the other and resting upon a tall foundation of sufficient strength to hold them, the vertical wheel is a bridge 825 feet long, 30 feet wide, and constructed of steel, twisted into a circle and hung upon an axle, round which it revolves by means of the force given it by powerful steam engines. The Eiffel tower involved no new engineering principle, and when finished was a thing dead and lifeless. The wheel, on the other hand, has movement, grace, the indescribable charm possessed by a vast body in action.

What the genesis of the vertical wheel was in the brain of its inventor is an interesting thought. Undoubtedly it had its origin in the horizontal merry-go-rounds. These must have given the suggestion to Mr. Geo. W. G. Ferris, of Pittsburgh, the bridge builder and engineer. He said he would build a wheel that would astonish the world, and by the side of the little wheels of the seashore be as the ocean itself to a millpond.

He prepared his plans and came to Chicago to ask permission to erect his wheel within the World's Fair grounds. At first the Fair directors only laughed at him. They thought he was crazy, that he was a crank. Then they granted him a concession, but without any thought that he would ever build his wheel. After a time they concluded that it was not wise to bother themselves further with such a visionary individual, and they cancelled the concession. They were not going to have a wild-eyed man with wheels in his head lumbering up the centre of the Plaisance with his contraptions. But Ferris, confident of success and backed by ample capital, stuck to the scheme, and induced the directors after a time to reconsider their action and again permit him to go ahead. This is the brief history of the struggle this genius had to secure recognition even from such progressive and wide-awake men as the directors of the World's Fair. Such has been the history of genius ever.

It is almost impossible either by picture or description in words to give an idea of what this wheel is like. A mere statement of its dimensions, 250 feet in diameter, 825 feet in circumference, 30 feet broad, and weight more than 4,000 tons, does not mean much to the average mind. It may help the reader to understand what the structure is like if I say that the highest point of the wheel is as far from the ground as the top of one ten-

story building would be if it were put on the roof of another building of equal height.

When you look at this wheel as it stands on the Plaisance you are struck by the resemblance it bears to some mighty bicycle. It has the same sort of a hub, the same rods and struts running therefrom to the periphery, the same light airiness of model. In truth, it seems too light. One fears the slender rods which must support the whole enormous weight are too puny to fulfil their office. One cannot avoid the thought of what would happen if a high wind should come sweeping across the prairie and attack this structure broadside. Would the thin rods be sufficient to sustain not only the enormous weight of the structure and that of the 2,000 passengers who might chance to be in the cars, but the pressure of the wind as well? Engineer Ferris says the wheel is strong enough to do all this. Other engineers, some of them men of eminence in their profession, say the same thing. Therefore, the public seems content to take it for granted that the wheel is not only the greatest novelty of the age, but that riding upon it is as safe as riding over a bridge that is placed horizontally, on masonry piers.

There are thirty-six cars on the wheel. Each is 27 feet long, 9 feet high and 13 feet broad. It is like an enormous bird cage. Human beings are to be the inhabitants. The doors are closed when the passengers are within, and locked. The windows are covered with a strong wire netting. There is a conductor to each car to look after the comfort of passengers. From platforms built on the ground six cars are loaded at one time. Each car will seat, on revolving chairs, forty passengers. Therefore the thirty-six cars will seat 1,440 passengers. But with standing room occupied the wheel has a capacity of 2,000 persons.

As soon as the first six cars are loaded, the man in charge gives the signal and the steam is turned into the cylinders of the thousand horse-power engine which moves the vast machine. Slowly the wheel revolves far enough to bring six more cars to the loading platforms. Thus the loading goes on, six cars at a time; and thus, also, the passengers make their ascent and their acquaintance with the mysteries of the wheel on the installment plan, by slow degrees. You will see that in the process of taking on passengers (providing there are people enough to fill all the cars, as there generally are) the wheel must make one entire revolution. By this time the occupants of the coaches have become somewhat accustomed to their novel situation. They have ceased to think of possible danger, and are occupied with the beauty of the panorama which lies far below them.

Now comes the most interesting feature of the trip. The wheel is set in motion at a more rapid pace, though still not very fast, and is not stopped until a complete revolution has been made. It is an indescribable sensation, that of revolving through such a vast orbit in a bird cage, that of swinging in a circle far out over the Plaisance in one direction, then turning in the other direction, and still higher, and finally beginning the descent from such a great height, and then it becomes their turn to step out on the wooden platform, and again down to mother earth.

I have no desire to advertise the wheel when I tell you a trip upon it is worth taking. You cannot advertise the wheel, anyway, any more than you can advertise the Fair, or the Atlantic Ocean. They are all too big. They are their own advertisement. The novel sensation, the opportunity to study a great engineering work, the beauty of the scene presented from the great altitude, all combine to make the trip on this structure fully worth the time and the cost.

As yet there is little reason to fear the safety of the machine. The steel towers which support the vast bicycle wheel are bedded and bolted into thirty feet of concrete. They are calculated to support five times the weight and the wind pressure produced by a tornado of a hundred and fifty miles an hour. Motion is imparted to the mass by means of huge cogs, in which a link belt fits. If anything should break and it be desirable to stop the machinery, there is a powerful brake operated by compressed air. The axle, which runs from the top of one tower to the other, 140 feet in the air, is the greatest steel forging ever made, being 32 inches in diameter and 45 feet long, weighing fifty-six tons. How Ferris ever got it up there is a mystery to me, but he did it. The cars are so attached to the wheel, it is said, that it is impossible for one of them to fall, and equally impossible for them to fail to turn so as to preserve the centre of gravity.

The chief principle on which the wheel is constructed is that of a bicycle wheel, except that this wheel does not rest upon the surface but depends from the steel axle. The lower half simply hangs from the mighty axle, and this lower half supports the upper half by means of the steel framework of its two rims. That is the whole thing is a nutshell. The wheel, though apparently rigid in its construction, has just enough elasticity to make this method of support possible, and yet not enough elasticity to produce any appreciable trembling or slipping effect.

Now the World's Fair directors are glad they changed their minds and decided to recognize this genius. Not only have they thereby secured the greatest sensation of the Fair, but without a dollar of outlay on their part have made certain of an enormous revenue. The Exposition gets one-half the earnings of the wheel, and it is estimated that the total receipts will average something like $10,000 a day during the remainder of the summer. The cost of the wheel, complete, was about $250,000. Engineer Ferris is likely to reap a rich reward for his boldness and enterprise.

MULTIPLE SPEED SIDEWALK.

DURING the heat of summer the steamboats that are plying between the city and Fair grounds are without doubt the most comfortable mode of conveyance. They land passengers at the long pier near the Peristyle. Long? It is the largest pier in the world. It projects into the lake fully half a mile, and is two hundred and fifty feet in width. It possesses the dimensions of a park, and the greatest objection to it, from a weary visitor's point of view, at least, is its great length.

This objection, however, is bravely disposed of by the intervention of the Multiple Speed Sidewalk, called also the Travelling Sidewalk, or the Locomotive Sidewalk.

This is a mechanical device for facilitating travel on the pier and enabling the tourist to make the trip in ease and comfort, refreshed by the lake breeze. Here the sidewalk does the travelling instead of the human wayfarer.

The contrivance consists of a sidewalk on low wheels, which traverses the entire length of the pier on one side and returns on the other, making a loop at each end. It has two parallel sections or platforms, one moving at a rate of three miles per hour, or at about ordinary walking speed, and the other, which is provided with settees, at six miles, or easy driving rate. It makes no stops but is constantly moving on. One may ride on either section.

ON TO THE GREAT FAIR.

THE more I see of the Dream City that has been wrought out of brain, and muscle, and iron, and wood, and that wonderful staff which, so far as concerns the Exposition, may truly be called the staff of life, the more I want it made possible for every man, woman and child in the United States to come and praise God for the divine revelations of Jackson Park.

Never before has the divinity of man been so powerfully demonstrated, and from my point of view it is the solemn duty of every one whose eyes have seen this "glory of the coming of the Lord," to labor unceasingly towards bringing our people within reach of the beneficent spectacle.

Appreciation, like charity, should begin at home. When addressing that large audience in the Woman's Building last Wednesday, I begged every member of it to constitute himself or herself a committee of one to impress upon friends and neighbors the necessity of visiting the Fair early and often. Missionaries are needed here in bustling Chicago. I have met men and women in society who have not seen the Fair! They ought to be ashamed of themselves. Not to support so marvelous an enterprise should be a social disgrace.

Railroad magnates argue that to give cheap rates for long distances, permitting passengers to return at their own sweet will, is injurious to business. The roads never know how to provide for transportation, as trains that are overloaded one way may return empty the other. Of course this is not money-making, but as railroads have always heeded the appeals of Grand Armies and Masons, and political conventions, it does seem that the utmost consideration should be given to an Exposition that is the eighth wonder of the world, beside which the seven wonders of mythology sink into abject insignificance. While there may be no immediate gain from cheap rates for long distances, they are unquestionably good

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investments for railroads built not for a day, but for all time.

It requires no ghost from the grave to convince thinking men and women that the less people have in this world the less they want, and *vice versa*. Primitive races are content with a taper, a blanket, a fire and a gun. Travel does not enter into their calculations. Farmers travel less and need travel more than any other class. Appetite grows upon what it feeds. People who have never seen pictures know not the difference between a chromo and a Raphael. People whose ears are unused to good music see no reason for any. People who take no periodical literature have no use for Shakespeare. People who have not acquired a taste for travel have no desire to wander from their own village. They grow up intolerant, narrow-minded; and ignorance is always dangerous.

It is the man who has gone round the world once who becomes the constitutional globe-trotter. It's the farmer that is induced by cheap fare to visit the Columbian Exposition who will hereafter more than repay the railroads by venturing again and again away from home. Make the first step easy for him, and he will be an unfailing source of revenue not only to railroads but to arts and industries before unknown to him. It will be great gain also both to him and to his descendants. —*Kate Field.*

SEEING THE WORLD'S FAIR.

THE first impulse of the World's Fair visitor who attended the Centennial Exposition at Philadelphia is to make comparisons; but the most patriotic of Pennsylvanians is obliged to admit that the art of exhibiting has made great strides since 1876. Aside from the beauty of the lagoons here, Fairmount Park had a large advantage in natural scenery, for the landscape here is perfectly flat, and there are few trees large enough to be worthy of the name; the Horticultural Hall, large as it is, with its immense pansy beds on either side, and the rose gardens on the wooded island in front, is still something of a disappointment to those who are familiar with our architectural gem of the same name in Fairmount Park, and the charming views from its balconies; but in other respects the "White City" is by far the finer.

The Main Building and Machinery Hall at Philadelphia were monsters of ugliness when compared with the snowy palaces that here meet the eye on every hand, and one cannot help a feeling of regret that the beautiful columns, statues, paintings, and ornaments which are lavished on all the buildings in such profusion that one cannot even glance at them, are only temporary, and that this American Venice, after a few brief months, will disappear as if by magic, and only the memory of it remain. The Hall of Mechanic Arts, with its towers, the imposing statues on the top of the Agricultural Building, the countless columns adorned with frogs, turtles, and lizards, which the Fisheries exhibit, the gilded dome surmounting the Administration Building, and the Transportation Building, with its oriental coloring and famous golden gate, all charm the eye of the beholder. In addition to these there are several other large structures erected by the authorities, buildings for special exhibits, restaurants, and foreign and State buildings of every style of architecture. There is just enough coloring to give variety, but the popular material is "staff," and the prevailing tone is creamy white or delicate gray.

The most beautiful spot on the grounds is the great basin, which reflects marble palaces on every side, and is separated from the mighty waters of Lake Michigan by a long "peristyle," whose statue-adorned roof is supported by quadruple rows of columns; at one end Columbia rides in state in a sculptured barge propelled by eight Amazons, while at the other stands the colossal golden statue of the Goddess of the Republic. Floating in a boat on these waters, the Italy of our dreams seems a living reality; but when night comes and electric lights flash out all around the water's edge and from every cornice, tower, and dome of the surrounding buildings, then indeed it is Venice enchanted by the magic wand of the invisible fairy of the nineteenth century.

The weather during this first week of July has been simply perfect; even the clouds which scattered a few drops on the morning of our national holiday were an advantage, as otherwise the sun's rays would have been uncomfortably warm. The attendance has been large every day, but on the Fourth the crowd swelled to three times its usual dimen-

sions. The workingmen were out in force with their wives, children, and babies, and, although there are many restaurants where wine and beer are served, there appeared to be no drunkenness or disorderly behavior. By ten o'clock in the morning the nurseries in the Children's Building, which had but few occupants the previous day, were filled to overflowing, and the attendants refused to check any more babies, and so the rest of the little ones were obliged to be a burden to themselves and their parents; but a quarter or half century hence they can tell their children how they attended the Columbian Exposition. As the shades of night drew on, the great crowd concentrated, and the living, surging mass that filled every available space between the buildings and the lake shore, was in itself more interesting than the grand display of fireworks which they had gathered to witness.

The Pennsylvania Building is a structure of which her citizens may feel justly proud; though less imposing than some of the other State buildings, the exterior is in excellent taste, and it is pleasant to recognize in its tower a fac-simile of that on Independence Hall. Within there is every comfort and luxury that we could ask for; a post office where one's letters may be sent; a free parcel room; large and beautiful parlors; a reading room containing the leading papers of the State, and a large writing room with abundance of stationery; then there is a wide porch on three sides filled with the most comfortable wicker arm-chairs and rockers. Moreover it contains the greatest single attraction on the grounds, the venerated old Liberty Bell. This reposes in state in the entrance hall, and there is a constant stream of tourists passing around it and gazing upon it with a sense of part ownership in its renown; among these are numbers of Germans and other adopted citizens of our republic, whose love for America and its institutions increases every time they pay homage to the flag of our Union, or to the relics that have played a prominent part in our national history.

There are several ways by which one may gain an adequate conception of the extent of the grounds; the least pleasurable of these is to start for some particular building and get lost, and try it over again only to find the desired haven on the other side of a large lagoon over which there is no short cut. A better way, if one is a good walker, is to make the entire circuit of the grounds. As there are numerous pleasant resting places, this may be done without excessive fatigue, and one never tires of the beautiful exteriors of the many buildings, the varied landscape, with its throngs of people, and the broad expanse of Lake Michigan, while the extended views from the arched bridges are a frequently recurring delight. But the best way of all is to take a seat in an electric launch, when tired, and make the tour of the lagoons; the boat glides swiftly and smoothly, propelled by its noiseless, unseen motor, and yet it takes fifty minutes to get back to the starting place; there are gondolas with rowers for those who prefer them, but these belong to the sleepy air of Italy, and are not in keeping with the rush of American life, and so the launches are more popular with the restless pleasure-seekers of the great Exposition.—*Elizabeth Lloyd, in Friends' Intelligencer.*

WORLD'S FAIRS.

THERE have been fourteen World's Fairs previous to this now open in Chicago, which will be the fifteenth of the list, and which probably will not be surpassed within the next century. The first was held in London in the summer of 1851, under the immediate auspices of Prince Albert, the husband of Queen Victoria. The second was held in Dublin from May to October, 1853. In many particulars it was a well-designed affair on a small scale, and its art collection far surpassed that in London in 1851. It was not a financial success, however, and those who got it up were heavy losers. During the same summer there was a world's fair in New York. It was the outcome of local and individual enterprise. It was not so large or well attended as that in London, but a very creditable exhibition. The stockholders, however, had to bear a loss of about $300,000. The first world's fair held in Paris was in 1855. In this the feature of fine arts was particularly noticeable. It the summer of 1854 a fair was opened in Munich, and the exhibit there made by the different European countries was very fine. It was open only three months, owing to the appearance of cholera in Southern Europe. It had been planned to have another in London in 1861, ten years af-

ter the first, but the death of Prince Albert occurred in that year, and the fair was postponed until 1862. This exhibition was larger than the previous one, but the space appropriated for it was by no means sufficient to take in all the exhibits offered. The world's fair in Paris in 1867 surpassed all previous exhibitions of the kind. It opened April 1 of that year, and closed Nov. 3. The next international exhibition was held in Vienna in 1873, under the auspices and direction of the government. The ninth exhibition of the kind was the great Centennial Exposition in Philadelphia in 1876. Congress sanctioned the formation of a Commission for this fair, but in most particulars it was the work of local enterprise. In 1878 Paris had another world's fair; in 1879 one was held in Sidney, New South Wales, and in 1880 one in Melbourne, Victoria, Australia. Boston held a foreign world's fair in 1883 on not a very large scale, and New Orleans had an exposition of the three Americas in 1884. Then came the great exposition in Paris in 1889, in which all the nations of Europe participated except Germany and Turkey; and finally we have in 1893 the crowning exhibition of all, that at present in Chicago.

THE STATES AT CHICAGO.

THESE State buildings tell their own story, and their architecture, their embellishment, their characteristic displays of products and historical features, and those who frequent them, all mark certain of them as plainly as do the architecture, displays, and flags mark the buildings of foreign nations. No one acquainted with even the outlines of American history can mistake the Pennsylvania building, reproducing as it does the outlines of old Independence Hall, and having for one of its chief exhibits the old Liberty Bell, which rang out the declaration of independence, and which attracts universal attention.

Florida's reproduction of the old Fort Marion and California's of the old missions are distinguished from the distance, and letters of fire could not make plainer the States they represent. Massachusetts in the house of John Hancock, and Virginia with the Mount Vernon mansion, New York with the mansion of the Van Rensselaers, and New Jersey with Washington's headquarters at Morristown, are equally well marked by the outlines of the buildings.

The exhibits and the people in attendance are more or less characteristic of the States, and there is probably not a State building in Jackson Park, from that of Massachusetts with its historic collections to that of Washington with its great redwood logs and logging camp, that does not tell its own story and make the name unnecessary as a mark of distinction.

It was argued in the beginning that this would be so, and for that reason and to properly represent not only the unity of this great Nation but the individuality of the States, the World's Fair directors and commissioners urged every State to make its own display in a building that represented the people of that State alone. The spirit with which the suggestion was received, the manner in which the work has been done, and the universal attention these buildings attract from all World's Fair visitors, demonstrate the wisdom of the plan. No other feature of the Fair will give foreigners a more comprehensive idea of the greatness, the unity, and the individuality of the United States than this of the State buildings.

There is, too, among the people a State pride that shows itself at once when visitors from the various States reach the grounds. Every man, woman, and child wants to see without delay the State building which represents his or her own Commonwealth. They take pride in pointing out these buildings and in assuming a proprietorship in them. They are homes as well as exhibitions, and there is not a State in the Union unrepresented that does not now see the mistake in the failure of its Legislature to make the necessary appropriations for such buildings. The completeness of the State exhibits in individual buildings points the way to a grand National Exposition some time in the future which could be made greater even than the wonderful colonial exhibitions that have been held in London, representing the colonies of the British Empire. Such a fair would not equal that at Jackson park, but with the rapid development of the resources of this country and the manufactures and arts in recent years, it would rival any other world's fair held before this Columbian Exposition.—*The Inter-Ocean.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, AUGUST, 1893.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

N. C. SCHAEFFER. - - - - J. P. McCASKEY.

ONE of the best bills passed during the session of the Legislature which has just closed, says the Harrisburg *Telegraph*, "is that which prohibits the placing of children under 16 years of age, under restraint or conviction, in a cell or apartment along with adults. It has been a common practice when boys are arrested for misdemeanors to place them in cells with older men—adult criminals. Naturally a boy learns from his companion any wickedness that the latter chooses to teach him, so that when he gets out of prison if he is not a natural born rascal he is certainly an educated one, and his criminal career begins from that time. The criminal annals of this State are full of such instances, and it is time that this practice should be stopped."

DR. D. J. WALLER, Jr., has been elected principal of the Indiana State Normal School, Indiana county, Pa., and Prof. Geo. B. Hancher, principal of the Kutztown State Normal School, Berks county, Pa.

AN exhibit at the World's Fair which should not be missed is that of birds and animals arranged by Dr. B. H. Warren, of West Chester. He has built up a miniature mountain, growing over which are numerous wild flowers and vines. A little stream of water dashing down its side makes it look all the more realistic. At the foot of the mountain is a swamp, in which are all the birds known to haunt such places. It is in the Anthropological (or natural history) Building, and contains a specimen of every known bird and animal in Pennsylvania.

THE *Ohio Educational Monthly* is one of the soundest, most practical, and most helpful educational periodicals now published, but it is *not* "the oldest," as it has for some years been in the habit of saying in bold type. It is *as old as* the *Pennsylvania School Journal*, not The issue before us is No. 7., of v 42. The first number was publis January, 1852. The first number *Pennsylvania Journal* bears date Ja 1852. The first volume containec teen monthly issues, ending with 1853. These two periodicals star gether, and if there is anything ir ity of date neither can claim that (tion. They are rather twins by birt have always been fellow-worker great cause. If Brother Findley v that the *Ohio Monthly* was publisl *fore* January, 1852, then we grai precedence for age. If not, bette ify the statement to accord with th

WE have not had a railroad pas *The Journal* at any time within t twenty years, but have paid the mary fare when taking the cars *Journal* has not been in any wa any time subsidized by the author the Great Fair. So that we h debts of obligation in either di The full and varied mention of the sition in these columns is solel wholly in the interest of our read the cause of general culture. We o own debt of gratitude to Chicag would have others know and see there to be learned and enjoyed day, or for what may be left of a li

ON Friday evening, June 16t directors, teachers, and graduates Mount Washington School, Pitts met in Männerchor Hall to do h their principal, Robert M. Cargo, v twenty-five years has gone in and fore the pupils of that district as t structor and guide. The old gr and former teachers who were numbered over three hundred an After the renewing of old acqua and a grand march in the Hall, R. Torrence, one of the members school board, in a very neat and speech, presented to Prof. Cargo, half of his friends, an elegant d ring, and Dr. James E. Wilson, member of the Board of Educat ceived it for Mr. Cargo. Both M rence and Dr. Wilson spoke feeli the good work done by Principal and short eulogistic addresses wer

by Superintendent Luckey, Wm. Halpin, Dr. A. E. McCandless, Prof. C. B. Wood, Alfred Marland and Samuel Andrews. It was a noble recognition of good work extending through a quarter of a century,

The Mount Washington (32d ward) school district was formerly a part of Union Borough, but was added to the city in 1872, since which time it has ranked among the most progressive schools of the city. During the term of Prof. Cargo, the number of teachers has increased from 3 to 30, and the number of pupils from 150 to 1400, and the old frame school building has been replaced by two elegant brick structures costing $70,000.

Prof. Cargo was born in Pittsburgh, December 12, 1840. He began teaching in West Deer township schools in 1860, where he remained until he entered the army in 1862, serving in Battery G, Pennsylvania Independent Artillery. After the war he taught successfully in Bellevue Borough, Millvale Borough, and Hazelwood. He left the last-named school in 1869 to take charge of the Mount Washington schools. As a principal and teacher he has been singularly successful, and that his work has been properly appreciated is to the credit of the directors and people of Mount Washington.

After ten years of good service, Dr. Theodore B. Noss, principal of the California State Normal school, Washington county, Pa., has been granted leave of absence for one year for travel and study in Europe, and Prof. C. L. Ehrenfeld, a former principal of the school, has been chosen acting principal for the year. Dr. Noss' management has placed the California Normal in the front rank of these schools, and the outlook for the future is bright. Generous appropriations have recently been secured from the State, and at the last meeting of the board, improvements were decided upon which will cost nearly $20,000. The incoming senior class will be the largest in the history of the school. As an institute instructor and lecturer Dr. Noss has been much in demand. He has devoted himself zealously to psychological and pedagogical studies. He is the author of a small text-book on "Outlines of Psychology," and has been a frequent contributor to educational publications. He is a member of the Herbart club, and is one of the translators of a German work by Lange, brought out in English under the auspices of the Club. Dr. Noss is a Pennsylvanian by birth. He began his career as a district school teacher near Hagerstown, Md., in 1872, at the age of 20. Two years later he graduated from the Shippensburg Normal School, and was elected principal of the Shippensburg high school. A year later he accepted a position in Dickinson seminary, Williamsport. In 1877 he entered the sophomore class in Syracuse University, graduating in 1880. Part of his senior year was spent in European travel. In 1880 he was elected vice-principal of the California Normal, and held this position, except for an interval of six months, until his election as principal in 1883. In 1889 he was again in Europe. Dr. Noss will be accompanied on his trip abroad by his wife and daughter and by Prof. and Mrs. E. W. Chubb.

The experience of a lady who has just returned from Chicago, and is quoted in the New York *Times*, will be suggestive. She says: "Take an outing-flannel loose gown with you to the Fair. It will serve you on the sleeping car going and coming, and will be invaluable to rest in. While there, make it a rule to leave the grounds every day to get to your room by 5 o'clock; then loosen your clothes, discard some of them, and, in your flannel gown, take an hour's solid rest on bed or sofa, then dinner at leisure, and you will feel fresh to write in your notebook and make up the plan for the next day's sight-seeing before an early bedtime. I got to the Fair every day at 9.30, went about continually except a half-hour's rest at luncheon, left at 4.30, and staid ten days without serious fatigue. I wore big shoes that were not new, and I alternated two pairs day by day, finding much relief in this simple expedient. The distances about the grounds are inexorable. They cannot be traversed at random. A map and guide-book should be bought before leaving home and a daily itinerary laid out, in order that not a single step need be retraced or even a short distance gone over a second time. When you feel yourself giving out, take a wheel chair for an hour. It is money well expended, and refreshes one very much. A careful diet is another thing to be considered during a stay in Chicago. It is the commonest digestive law that the stomach sympathizes closely with bodily fatigue, but most persons recklessly disregard this

when away from home. Nearly everybody has some food limitations, and knows perfectly well there are certain things in common table use which he may not eat with impunity. The average traveller is apt to consider himself relieved from such embargo, when in fact he should exercise a greater caution than at any other time. Persons should consider a visit to the Fair in its proper light —an unnatural tax upon one's physical strength and vital forces. Economy of both is a serious necessity."

THE following words from Ruskin, discussing the condition of mind in Turner who, he says, did his work aiming solely to do it unselfishly and well, and from which he infers that all good work is done for love only, have a remarkable application to the teacher:

"So far as you desire to possess rather than to give; so far as you look for power to command instead of to bless; so far as your own prosperity seems to issue out of contest or rivalry of any kind with other men or other nations; so long as the hope before you is for supremacy instead of love; and your desire is to be greatest instead of least; first instead of last—so long as you are serving the Lord of all that is last and least—the last enemy that shall be destroyed, Death—you shall have death's crown, with the worm coiled in it; and death's wages with the worm feeding on them; kindred of the earth you shall yourself become, saying to the grave, 'Thou art my father,' and to the worm, 'Thou art my mother and my sister.'"

NOW OR NEVER.

COLUMBIAN EXPOSITION AT CHICAGO.

DOES any one inquire why so much space is given in the July and August issues of *The Journal* to a single subject, the Columbian Exposition at Chicago? We answer that of all subjects of thought or conversation, or of special interest among educated people in the United States, this World's Fair is to-day of supreme educational interest and profit. Were the space at our command twice or thrice what it is, we could fill it to excellent purpose with matter already in hand —and educational in the best sense—descriptive of this one greatest wonder of man's works since he has been upon the planet.

Read what is found in these two numbers—what those most competent to speak have written—then go to this greatest of summer schools, or not, as seems best. "Ten thousand University Extensions and Chautauquas concentrated in its educational advantages," is what Mr. Depew says. And Col. Parker, addressing the teachers of America: "I cannot urge upon you too earnestly, nor too strongly, to make a close, protracted study of the Fair. You cannot come too soon nor stay too long." So of hundreds and thousands.

An aggregation of wonders—showing the advance of the race from savage to civilized life; the development of man's power over Nature by which he has annihiliated time and space, compelling her forces to serve his pleasure or his need; things most useful in the world, things most beautiful; and the processes by which they come to be through growth, or manufacture, or high artistic culture on many lines of effort—it is the World at its high-water mark of inspiration and evolution on exhibition in Jackson Park, and it is to be seen now or never. The work of installation is completed; all exhibits are in place. Half the period of six months for which the exhibition was announced will have passed when these lines come under the eye of the reader. Within a few weeks gates and doors will be closed. *Presto.* Its palaces of enchantment have vanished —to be seen no more save in the light of memory or upon the page of the historian. It is, indeed, *now or never!*

AUXILIARY SUPERVISION.

IN endeavoring to reach a closer supervision of the schools by experts in the art of teaching, we have got so far along that boroughs and townships with a population of not less than 5,000 can have a superintendent of their own; but beyond that the Legislature seems to be persistently unwilling to go, and if we can' have a District Superintendent in every township or smaller borough, perhaps the County Superintendency can be so expanded in its functions as to increase its efficiency and approximate the desired closer supervision.

The annual report of the School De

partment for the year 1859 refers to this subject in the following terms. In speaking of the County Superintendency it says:

"When its duties are properly performed, it is the hardest worked office under the government, except in a few of the smaller counties; and in the larger counties—which have generally been amongst the best administered—the labors imposed are excessive, and sometimes severely try the courage of the most faithful and devoted superintendents. The annual examination of from four to eight hundred teachers, and the visitation, mostly during inclement portions of the year, of from two hundred to four hundred and fifty schools, scattered over a territory of from eight to twelve hundred square miles, not always of the smoothest topography, besides holding institutes and addressing public meetings, presents a programme of operations from which the most exacting opponent of the system would shrink. Yet none of the duties enjoined by law can be relinquished, but their range should rather be enlarged than otherwise. But as at present constituted, the friends of the system feel that in the larger counties too much is imposed upon one man.

"Some superintendents have, at times, and with great advantage to all concerned, employed and paid one or more of their best teachers to aid in the examinations, or visit schools. It is respectfully recommended that this practice be sanctioned and regulated by law, as the best means of meeting the difficulty. There is needed with us from one to three assistants in the large counties, according to their size and the amount of labor to be performed. The only difficulty is in providing for their compensation."

No legislative action was ever taken on this recommendation. The times were not ripe for it, and the additional appropriations required could not then have been had. But public sentiment is more favorable now with regard to the office, and the revenues of the State are so much larger now than then that the auxiliary help proposed for County Superintendents could doubtless be provided if legislative aid should be invoked for that purpose. There will be time enough to think about it before the next meeting of the legislature, and public sentiment can be developed and crystallized by that time so that favorable action can be taken in some form in the direction indicated.

It needs no argument to show how greatly the efficiency and usefulness of County Supervision could be increased by the proposed arrangement. With the number of assistants suggested, if bright and intelligent men, co-operating with the County Superintendent and working under his general direction and guidance, the operations of our common schools would be vitalized as never before. The additional salaries required would be of small moment in comparison with the augmented benefits conferred upon the common schools.

TOWNSHIP HIGH SCHOOLS.

THE following item which we clip from a local newspaper reports a movement of immense significance and value in the developing life of our public schools in the rural districts. It shows by actual demonstration what can be done in township districts to elevate the character and broaden the scope of our public schools, when local public sentiment sanctions or demands better school facilities at home, and School Directors avail themselves of the power and authority conferred upon them by law, to make the schools equal to the wants of the community and the enlarging needs of the rising generation.

"The School Board of Easttown township, Chester county, met Tuesday afternoon, June 13, and elected Prof. J. A. Clark, of Coatesville, a graduate of Lafayette and Princeton Colleges, as principal of the new high school to be opened with the Fall term of school. This school curriculum will embrace a four years' course, preparing young men and young ladies for the best colleges in the country, and also a business course of one and two years, preparing young men and women for book-keepers, stenographers and type-writers. This course, as well as the other departments of our public schools, will be opened to the scholars of surrounding boroughs and townships, at the cost of tuition. This high school is to be made, as the grammar schools of our townships have been made, second to none anywhere."

The policy here exemplified in practice is nothing new in theory. Ever since the enactment of the school law of 1854, it has been possible to grade the common schools in the rural districts and establish township high schools whenever School Directors should decide to do so, and that policy has been strenuously urged by the School Department in all parts of the State. But the evolution of public sentiment in this direction as in many others being very slow, more than a whole generation has passed away before this starting point has been reached in practice. Having been reached at last, the example

will be contagious; the cause will move forward with accelerated momentum, and complaints of the inefficiency and insufficiency of the common school work will have little ground to rest upon. Easttown school district has placed itself in the vanguard of progress, and stands out in the educational firmament like a star of the first magnitude. Its School Directors are entitled to the highest meed of praise for the stand they have taken in behalf of the educational interests of the district. Are there not scores of other township districts where the same thing can be done, and well done, if the people want or are willing to have the best educational opportunities for their children in their own immediate vicinity, and without any other expense than the annual school tax levied and collected for the common benefit of the community in which they live? We never could understand why the people in paying school tax should not have the *full* worth of their money in return, in well-organized schools well administered, instead of inferior schools inefficiently managed.

Practically, it all depends upon the School Directors. They have the power and authority almost without limit, and upon them rests the responsibility. If they have the intelligence to see, the sagacity to plan, and the courage to act, the problem can be affirmatively solved in a single year. If there be other township districts in the State where a high school as well as grammar schools have been established, we are not able at this moment to call them to mind. We should be very glad to have a list of such townships for publication, to show what has been done in this direction, and as an incentive to other districts to go and do likewise.

It should be noted that the one and two years' course in the Easttown programme need not of necessity be confined to the three utilitarian branches named. The Directors have entire control over the course of study, and can enlarge or limit or change it to suit local needs or local public sentiment.

What a quickening influence this new arrangement will exert upon the hopes and ambition and efforts of bright-minded and promising school children! We mean, of course, such children as for various reasons cannot reach up towards the higher education, because they cannot afford to go to distant seminaries, academies, and schools in this or other States, but now find it wisely brought within their reach at their own doors, and almost under the shadow of their own homes, where parents can still have the benefit and comfort of their services and society, while their minds are being informed and trained for the highest usefulness.

OFFICIAL DEPARTMENT.

DEPARTMENT PUBLIC INSTRUCTION,
HARRISBURG, August, 1893.

THE gentlemen here named have recently been elected Borough Superintendents in the following districts: Mr. C. D. Oberdorf, Sunbury, Northumberland county; Mr. Samuel H. Dean, Mt. Carmel, Northumberland county; Mr. E. W. Moore, Braddock, Allegheny county; and Mr. John C. Kendall, Homestead, Allegheny county.

QUESTIONS AND ANSWERS.

OFFICIAL DECISIONS AND INFORMATION.

1. *Question:* Will the Department of Public Instruction give definite instruction to School Boards as to the scope of the new law providing for Free Text-Books and School Supplies, and the duty of the Directors in carrying its provisions into effect?

Answer: The Act of Assembly approved June 25, 1885, conferred upon the several Boards of School Directors and Controllers permissive authority to purchase text-books out of the school fund, and to supply these books free of cost to the pupils for use in the schools of their respective districts. This Act was so amended by the Act of May 18, 1893, as to make it mandatory upon School Directors hereafter to provide at the expense of the district not only the text-books, but also all other necessary school supplies.

This amended act goes into immediate operation from the beginning of the current school year, dating from the first Monday in June, 1893. The design of the Act evidently is to relieve parents and pupils hereafter from the necessity of purchasing text-books and school supplies for use in our public schools. It is now the imperative duty of the several Boards of Directors and Controllers to make provision for furnishing and equipping their schools with school books and with the supplies generally needed by the pupils for daily use in the schools, such as slates, pencils, papers, pens, ink, tablets, etc.

There may be instances in which the

patrons of the schools will cause their children to use the books in their possession so long as these books are in good condition and do not differ from those adopted by the Board. It is well, however, in this connection, for school officers, and all other parties concerned, to bear in mind the fact that parents and children cannot be *required* or *compelled* to purchase books directly as heretofore; and whilst it is no doubt wise to urge pupils to use the books in their posession, for the purpose of lessening the immediate outlay of money, they can not be obliged to use their own books, because the duty of providing books and supplies for use in the schools now devolves upon the Directors and Controllers having jurisdiction in the district and not upon the patrons of the schools, except in so far as they may be lawfully taxed for school purposes, thereby contributing their equitable share to the general school fund of the district.

Books in all the required branches of study are to be provided by the directors for all grades of the public schools, including the High School.

2. *Question:* What change, if any, has been made in the date of Labor Day, and how does it affect the schools?

Answer: The Directors of many school districts have been annoyed for some years by the fact that the first Monday in September was Labor Day and therefore a legal holiday. A recent Act of the Legislature changes Labor Day to the first *Saturday* in September, and this holiday will no longer interfere with school terms beginning on the first Monday in September.

STATE TRUSTEE APPOINTED.

ROBERT E. MONAGHAN, Esq., of West Chester, has been appointed State Trustee, to fill a vacancy in the Board of the West Chester Normal School caused by the resignation of O. B. Dickinson, Esq., of Chester, Delaware county.

SUPERINTENDENTS' SALARIES.

THE following decision of the Attorney-General of Pennsylvania has reference to a clerical error in the bill relating to the salaries of County Superintendents:

DEPARTMENT PUBLIC INSTRUCTION,)
HARRISBURG, July 5, 1893.)

HON. W. U. HENSEL,
Attorney-General, Harrisburg:

Dear Sir: In the act of the General Assembly No. 72, approved May 23, 1893, amending an act approved the 29th day of April, A. D. 1878, P. L. page 33, a mistake occurs in quoting the last sentence of Section 1, *one* hundred and ninety schools being used instead of *two* hundred and ninety, and the same wording is repeated in the amended section. Shall we calculate the salaries upon the basis of one hundred and ninety schools, or do you advise us to regard the words "one hundred and ninety" as a mistake, and to base our calculations upon *two* hundred and ninety schools, as contemplated by the act of 1878?

I have the honor to be,
Very respectfully,
NATHAN C. SCHAEFFER,
[*Supt. of Public Instruction.*]

OFFICE OF THE ATTORNEY-GENERAL,)
HARRISBURG, July 13, 1893.)

DR. NATHAN C. SCHAEFFER,
Supt. of Public Instruction.

Dear Sir: I am in receipt of your communication of July 5th, referring to the act of May 28th, 1893, relating to the salaries of County Superintendents of common schools, and asking whether or not you should regard the words "one hundred and ninety schools," where they occur in said act, as a mistake, and base your calculations as to the minimum salaries of superintendents in certain counties upon "two hundred and ninety schools," as contemplated in the Act of April 29th, 1878. (P. L. 33.)

The Act of 1893 is entitled an amendment to the Act of 1878, "amending the first section thereof by fixing the minimum salaries to be paid to said superintendents." So much of the Act of 1878 as it purports to amend has been misquoted, as you point out, in the Act of 1893, it being recited "that in all counties having over one hundred and ninety schools, &c.," instead of "that in all counties having over two hundred and ninety schools, &c."

I am of the opinion that it was the manifest intention of the Legislature to reënact the Act of 1878 so far as it fixes the number of schools in the counties in which the salaries of superintendents shall not be less than fifteen hundred dollars. If the citation of the old Act were correct in the amendment and the same contained a general or special repealing clause, I would hesitate to advise you to disregard the words of the new enactment, even if there were doubt whether or not it correctly expressed the intention of the Legislature. But the misquotation of the old act in the recital of part of it, in the act of 1893, makes plain and obvious the error of the draftsman.

In Lancaster County *vs.* Frey, 128 Penna. St., 599, following a long line of cases therein referred to, the Supreme Court held that the word "county," in the Act of Assembly was mistakenly written "city," and decided that such a mistake, apparent on the face of the Act, might be rectified by the context. "It falls within the province of the Courts to correct a merely clerical error even in an Act of Assembly, when, as it is written, it involves a manifest absurdity, and the error is plain and obvious."

I regard the case you present such a one as is referred to in this decision. It nowhere appears either from the title or the context that the Legislature intended to alter or change the last proviso of the Act of April 29th, 1878, and I therefore advise and instruct you that your department should hold, as heretofore, that the minimum salary of fifteen hundred dollars is to apply to counties having over two hundred and ninety schools, or twelve hundred square miles of territory, or a school term exceeding seven and one-half months.

Very truly yours,
W. U. HENSEL,
Attorney-General.

PAYING SCHOOL DIRECTORS.

THE following is the veto message of Governor Pattison of the bill providing for payment of School Directors in attendance at the Triennial Convention for election of County Superintendents:

"It has heretofore been the policy of the Commonwealth not to permit any compensation to be paid directly or indirectly for persons serving in the office of School Director. It has always been assumed that public-spirited citizens, fit to fill this office, could be found to serve without compensation. The responsible duty of once in three years attending a convention to elect a County Superintendent is likely to be performed quite as well without compensation as with the pittance provided for in this bill.

"I have no reason to believe there is any public demand whatever from any but a very few of the small counties of the State for such legislation. In some of these it is reported to me that the practice of candidates for County Superintendent, paying the expenses of Directors attending the convention to vote for them, has become an abuse. If so, the fault lies within the communities in which such practices prevail. The existing laws against bribery on the part of candidates for public positions, or of persons who elect them, are ample to meet such abuses, if rigidly enforced. There is no reason to saddle upon all the counties of the State the large aggregate expense liable to result from this bill, because of these rare instances in which the profligacy of candidates or the impecuniosity of Directors has led to abuses."

TEXT OF THE BILL VETOED.

AN ACT providing for the expenses of the school directors of this Commonwealth in attending the triennial convention to elect the county superintendent, and providing penalties for receiving any money or valuable thing for the attendance or vote at the same.

SECTION 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same, That the board of school directors of any school district in this Commonwealth shall, immediately after the passage of this act, be authorized to pay out of the school fund of the district the expenses incurred thereafter by its members in attending the triennial convention of school directors called to elect a County Superintendent.

SEC. 2. That the expenses paid to each school director shall not exceed two dollars for the day the said convention shall be in session, and that only school directors in actual attendance at the meeting specified shall be entitled to receive pay. Any school director who shall accept or receive, directly or indirectly, any money or other valuable thing for his or her attendance at said triennial convention except as provided by this act, and any candidate before said convention or other person who shall give or promise to give any school director any money or other valuable thing for his or her attendance or vote, shall be guilty of a misdemeanor, and upon conviction thereof shall be sentenced to pay a fine not exceeding one hundred dollars for each such offense.

SEC. 3. All acts and parts of acts inconsistent herewith are hereby repealed.

ITEMS FROM REPORTS.

ADAMS—Supt. Thoman: The second commencement of the Gettysburg High School was held May 25. The exercises were witnessed by a large and appreciative audience, including the parents and friends of the thirteen graduates. The room was tastefully decorated with flags, flowers, and evergreens, with the class motto, "Faithful work insures success," in a conspicuous place. All acquitted themselves with marked credit. Prof. Calvin Hamilton, president of the School Board, addressed the class.

CLARION—Supt. Beer: New Bethlehem is building a fine brick school-house. Callensburg has advertised for bids for the erection of a new school-house.

COLUMBIA—Supt. Johnson: The commencement exercises of the Bloomsburg Normal School were held June 29th. The largest class (113) in the history of the school was graduated. The exercises were appreciated by a large audience. Some changes will be made in the Faculty next year.

FRANKLIN—Supt. Zumbro: A few years ago, a course of study was adopted in our county, but unfortunately it was never thoroughly tested. This year the Board of Washington District intends to erect at least two new schools, and an effort will be made to adhere to a regular course. We are glad to be able to say that several of the districts of the county have increased the length of term; and a comparison of the average salary of teachers shows a steady im-

provement along that line. While we come to this office new and untried, we come with a full determination to do all in our power to make the schools of Franklin county better than ever before.

GREENE—Supt. Iams: Graduation has proved a success in our county. It has become the highest ideal of the younger pupils, and they look forward to the time of their own graduation as the supreme event of their school-life.

HUNTINGDON—Supt. Rudy: Several districts have already decided to have a seven months term next year, while others will have eight months. Mt. Union will build a needed extension, and will have another school. Several new houses will be built.

LEBANON—Supt. Snoke: The examinations have all been held. Nearly all our teachers are engaged for next year. With a few exceptions the best available material has been employed. North and South Lebanon, Londonderry and N. Cornwall have lengthened the school-term. This gives us more than the minimum term in all the districts except six. In a few districts salaries have been increased. We have now no districts paying less than $40 per month for first-class teaching.

LEHIGH—Supt. Rupp: We have held several public examinations. All were attended by two or more directors excepting at Catasauqua, where no director was present. At Coopersburg, Hanover, Emaus, and Slatington all the directors were present. In all the districts a general interest is manifested in the examinations.

JUNIATA—Supt. Marshall: There appears to be a desire on the part of the directors to increase the effectiveness of the public schools; quite a number of districts have increased the salaries of their teachers, and are supplying the schools with necessary apparatus. This, with free text-books, is sufficient inducement for teachers and superintendent to enter upon their work with a determination to make this the most successful school-year in our history.

NORTHAMPTON—Supt. Hoch: Two new school districts have been formed, Wind Gap and Tatamy. There seems a general disposition to advance teachers' salaries, provide new furniture, free books and apparatus, and to extend the school term. Lehigh will add another month and intends to put in new books. Palmer added another month, and adopted free books. Plainfield has added another month and increased the salary to $55 per month; Washington also added another month. Many teachers attended the Normal school during the spring term and are passing very creditable examinations. Some teachers who had ceased studying and were doing poor work in the school-room, were rejected.

NORTHUMBERLAND—Supt. Shipman: Several districts are about erecting new school-houses, viz, Delaware, E. Sunbury, and Lower Augusta. A number of districts are preparing to put into their school-rooms new and improved furniture. Two examinations were held during the month—at Watsontown and at Trevorton. They were well attended by school officers and citizens.

MIFFLIN—Supt. Cooper: I have made a special effort to get the directors to give timely consideration to the adoption of free text-books and supplies, using the three county papers for the purpose. Roland Thompson, esq., of Milroy, prepared also a communication giving the experience of Armagh Township in the matter. The article contained valuable information as to the number, cost, and necessary arrangements for the proper care of books and supplies.

WARREN—Supt. Putman: We held examinations for the Uniform Graduation Course in each township April 29th. There were about 275 in the class, and the work done was instructive as to the needs to our schools. The course has awakened much interest and bids fair to be of great benefit to the schools. The teachers will be more fully informed in regard to the working of the plan during the coming year, and considerable improvement will undoubtedly be effected.

ALLENTOWN—Supt. Raub: The High School commencement was held June 27th, when nine boys and twenty-four girls received the diplomas granted by the institution.

BRISTOL—Supt. Booz: The commencement exercises of the class of '93, numbering seven, were held on the evening of June 30. Schools closed July 3d. All the old teachers were re-appointed. Some of the salaries were advanced.

HAZLE TWP., (*Luzerne Co.*).—Supt. Mulhall: The School Board has decided to build a new single school-house in what is known as the Diamond Addition, lying close to the city of Hazleton. An extra school will also be opened at Harleigh, where, for a number of years past, but one teacher has been employed. In company with the directors I visited the different buildings throughout the township for the purpose of noting what repairs are needed. With but few exceptions they were found to be in good condition.

MAHANOY TWP., (*Schuylkill Co.*).—Supt. Noonan: Our schools closed June 2d, after a successful term of nine months. Nearly all the old corps of teachers have been reappointed. The Board has decided upon the erection of three new buildings, to cost upwards of $5500.

MILTON—Supt. Goho: At our commencement, on the evening of May 29th, nine graduates were granted diplomas, five boys and four girls. The opera house was crowded to its utmost capacity. The exercises passed off pleasantly and successfully. Dr. G. G. Groff, of Bucknell University, made the address to the class.

MUSICAL HEREDITY.—Heredity shows itself more markedly, it would seem, in the arts than in the sciences. Taking music we find some remarkable instances. The Bach family, which took its rise about 1550 and became extinct in 1800, presents an unbroken series of musicians for nearly two centuries. The head of the family was a baker of Presburg, his two sons were the first who were musicians by profession. Their descendants "overran Thuringia, Saxony, and Franconia," says Papillon. "They were all organists, church singers, or what is called in Germany, 'city musicians.' When they became too numerous to live all together, and the members of this family were scattered abroad, they resolved to meet once a year, on a stated day, with a view to maintaining a sort of patriarchal bond of union. This custom was kept up until nearly the middle of the eighteenth century, and oftentimes more than a 100 persons bearing the name of Bach—men, women, and children—were to be seen assembled. In the family are reckoned twenty-nine eminent musicians, and twenty-eight of a lower grade." Rossini's family

SPEAK GENTLY.

WALLACE. BATES.

1. Speak gen - tly— it is bet - ter far To rule by love than fear; Speak gen - tly—let no harsh word mar The good we may do here. Speak gen - tly to the lit - tle child! Its love be sure to gain; Teach it in ac-cents soft and mild, It may not long re-main, Teach it in accents soft and mild, It may not long re-main.

2. Speak gen - tly to the young—for they Will have e - nough to bear; Pass through this life as best they may, 'Tis full of anx - ious care. Speak gen - tly to the ag - ed one, Grieve not the care - worn heart, Whose sands of life are near - ly run; Let such in peace de-part, Whose sands of life are nearly run, Let such in peace de-part.

3. Speak gen - tly to the err - ing, know They must have toiled in vain; Per - chance unkindness made them so; Oh, win them back a - gain. Speak gen - tly, 'tis a lit - tle thing Dropped in the heart's deep well; The good, the joy, that it may bring, E - ter - ni - ty shall tell, The good, the joy, that it may bring, E - ter - ni - ty shall tell.

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often played music at fairs; Beethoven's father and grandfather were musicians; Mozart's father was Capellmeister to the Bishop of Saltzburg.—*Cornhill.*

IT is night now, and here is home. Gathered under the quiet roof, elders and children lie, alike at rest. In the midst of a great calm the stars look out from the heavens. The silence is peopled with the past—sorrowful remorse for sins and short-comings, memories of passionate joys and griefs rise out of their graves, both now alike calm and sad. Eyes, as I shut mine, look at me that have long since ceased to shine. The town and the fair landscape sleep under the starlight, wreathed under the Autumn mist. Twinkling among the houses, a light keeps watch here and there, in what may be a sick chamber or two. The clock tolls sweetly in the silent air. Here is night and rest. An awful sense of thanks makes the heart swell and the head bow, as I pass to my room through the sleeping house, and feel as though a hushed blessing were upon it.—*Thackeray.*

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SOLEMN WORDS OF TRUTH AND SOBERNESS.

BY PROF. DAVID SWING.

AT least one-half of the time of the pulpit and one-half the thought of the church must go not toward religion, but toward the man who must believe it and love it. In our age it is not only the poor child and the ignorant person that must be spoken to and spoken of. There is a higher and an educated class that has been led away from all spirituality. The poor young man who puts his scanty money into drinks and gambling needs indeed advice and persuasion, but there is a large number of youth who have put their hearts into the physical world until they have no soul and no God. They have quit the sanctuary because they have found out the great cheat about a divine creation. The worlds and all their contents were made by cellular aggregation. These young people can tell us how humanity came and into what a dust heap it is going. Thought is only an action of fluids. You touch a sensitive plant, it will wither. After awhile some plants will have the sense of hearing as well as the sense of touch. The time will come when the roses will not only smell sweet, but they will sing. The apples will see and the oak trees will think. Man is simply in advance of the sensitive plant, A touch affects that plant, a word will send the blood to or from man's cheek. He is an advanced plant, but he cannot avoid his destiny of dust. Such is the materialism that is emptying many a soul of all spirituality and of nearly all beauty.

The youth who can thus make the universe and who have cut loose from all the power of a Creator may not be yet a vast army, but they are a host too large and too valuable to be lost. They possess, perhaps, a college education. Their number, not immense, may be rapidly increasing. Their studies have for years been almost wholly physical. In the face of all which facts, the pulpit must become the active and enthusiastic champion of man as a divine and exceptional being.

It must be remembered that this new generation of skeptics cannot prove that their new theory is true; nor do they hold it without a shadow of doubt. That kind of absolute demonstration cannot come to them. What injures them is a kind of dominant feeling that the universe came out of itself, and that man is only a worm, a fish, a tree, a leaf. But in all these young hearts there is a slumbering soul, half-divined, but deadened by years of boasting science and of a dogmatic, enfeebled sanctuary. In the last thirty years science has been more eloquent than religion. The pulpit has indeed made great advance in some of the denominations, but the advance in scholarship and breadth has not been great enough to

make the spiritual world rise up before us an enchanted land.

Each age demands its own kind of food. We would all starve upon the mental viands which were placed on the religious table for St. Jerome or Jonathan Edwards. The long catalogue of dogmas does not tempt us. The finding of obscure meanings for obscure texts is a dish which no longer contains any nutriment. What our land needs is a new exaltation of man as the child of a God—a creature of infinite outlook and thrilling mystery. All that pertains to man, his reason, his sentiments, his moral feelings, his taste, his genius, his friendship, his religion, all must be reaffirmed in language that will once more thrill and inspire. The pulpit cannot, indeed, demonstrate any of its spiritual propositions; but it can build up a feeling and a hope which can make materialism doubt its tenets and hush its boastings. All the beauty and impulse are on the side of a spiritual kingdom. Men would love it could they only hear of it the more and the more richly. There is nothing in materialism to be admired or loved. The mind must sink to reach it; the heart to espouse it must first empty itself of all noble affection. It must call the air and water its sisters; it must call the dust its destiny. The heart does not love to do this. A material age must act a long time upon humanity before it can separate the soul from its poetry and its heaven. There is something in man that compels him to look up and to long for a greater world and a greater life. It will take materialization a hundred years to break the human heart.

The church having caught economy and temperance and industry, having fought also for man as a divine and spiritual being, must load him with pleasures, but it must spiritualize these until they shall become worthy of a human race, When we think of the bull-fight, the man-fight, the horse-race, the gambler's den, and the saloon, we must conclude with Emerson that life would be endurable were it not for its pleasures. It can stand its labors well enough, and its taxes and its poverty, but under its pleasures it dies. The church must battle for amusements all laughter and joy, but these must be in harmony with a high and great life. It must pluck sackcloth and ashes from the temples, but not to make the forehead brazen. The sackcloth must be withdrawn that roses may find room. He who painted the wings of the humblest insect will not sprinkle ashes upon the soul.

The church must be like a great literature or a great art, an invitation to man to come up higher. It may study science and love it, but it must run far beyond it and above it. Science is never a measurement of man or of his real world. It is a study of quantity, not of quality. Science says the evening clouds are only banks of wet, cold fog, chilly and chaotic. But the soul that sees them at sunset is not in those banks of fog. It is many miles away, and is in the realm of color and love and thought. The "Angelus" is, in science, only some coarse cloth with most disagreeable grease and pigments spread over it. Put your face up into the green mess and it will soil and sicken you. But we do not intend to get into the grease and stains. We intend to spiritualize the affair. We intend to stand back and see two noble human beings appear and overwhelm us with the sentiments that come and go in the kingdom of love and piety. So materialism says the rose is composed of so many parts of solids and fluids, but we step back from that analysis and say with Anacreon: "Oh, the rose! the rose! the favorite of the gods, the favorite of the summer-time!"

Thus must the church study and love man. It must run far ahead of science, and while materialism is weighing his dust the pulpit must cry out: "Oh man! man! the favorite of God!" If materialism wishes to push its face into the oil and pigments of the canvas, let it so act. Religion must take her stand where she can see the human mind and heart painted by a divine artist in marvellous beauty.

Who, then, would pause to prate
Of insult, or remember slight or scorn,
Who would this night lie down to sleep with hate,
Were there to be no morn?

And what were wealth with shame,
The vanity of office, pride of caste,
The wine-like sparkle of the bubble fame,
If this day were the last?

Ay, what were all days worth,
Were there no looking backward or before—
If every human life that drops to earth
Were lost for evermore?

But each day is a link
Of days that pass and never pass away;
For memory and hope—to live, to think—
Each is our only day.—*Coates Kinney.*

THE HAND.

BY PROF. GEORGE WILSON.

IN many respects the organ of touch, as embodied in the hand, is the most wonderful of the senses. The organs of the other senses are passive; the organ of touch alone is active. The eye, the ear, and the nostril stand simply open: light, sound and fragrance enter, and we are compelled to hear and to smell; but the hand selects what it shall touch, and touches what it pleases. It puts away from it the things which it dislikes, and beckons towards it the things which it desires; unlike the eye, which must often gaze transfixed at horrible sights from which it cannot turn; and the ear, which cannot escape from the torture of discordant sounds; and the nostril, which cannot protect itself from disagreeable odors.

Moreover, the hand cares not only for its own wants, but, when the other organs of the senses are rendered useless, takes their duties upon it. The hand of the blind man goes with him as an eye through the streets, and safely threads for him all the devious way; it looks for him at the faces of his friends, and tells him whose kindly features are gazing on him; it peruses books for him, and quickens the long hours by its silent readings.

It ministers as willingly to the deaf; and when the tongue is dumb and the ear stopped, its fingers speak eloquently to the eye, and enable it to discharge the unwonted office of a listener.

The organs of all the other senses, also, even in their greatest perfection, are beholden to the hand for the enhancement and the exaltation of their powers. It constructs for the eye a copy of itself, and thus gives it a telescope with which to range among the stars; and by another copy on a slightly different plan, furnishes it with a microscope, and introduces it into a new world of wonders. It constructs for the ear the instruments by which it is educated, and sounds them in its hearing till its powers are trained to the full. It plucks for the nostril the flower which it longs to smell, and distils for it the fragrance which it covets. As for the tongue, if it had not the hand to serve it, it might abdicate its throne as the Lord of Taste. In short, the organ of touch is the minister of its sister senses, and, without any play of words, is the handmaid of them all.

And if the hand thus munificently serves the body, not less amply does it give expression to the genius and the wit, the courage and the affection, the will and the power of man. Put a sword into it, and it will fight for him; put a plough into it, and it will till for him; put a harp into it, and it will play for him; put a pencil into it, and it will paint for him; put a pen into it, and it will speak for him, plead for him, pray for him. What will it not do? What has it not done? A steam engine is but a larger hand, made to extend its powers by the little hand of man. An electric telegraph is but a long pen for that little hand to write with. All our huge cannons and other weapons of war, with which we so effectually slay our brethren, are only Cain's hand made bigger and stronger and bloodier! What moreover is a ship, a railway, a lighthouse, or a palace—what, indeed, is a whole city, a whole continent of cities, all the cities of the globe, nay, the very globe itself, in so far as man has changed it, but the work of that giant hand, with which the human race, acting as one mighty man, has executed its will!

When I think of all that man and woman's hand has wrought, from the day when Eve put forth her erring hand to pluck the fruit of the forbidden tree, to that dark hour when the pierced hands of the Saviour of the world were nailed to the predicted tree of shame, and of all that human hands have done of good and evil since, I lift up my hand, and gaze at it with wonder and awe. What an instrument for good it is! What an instrument for evil! And all the day long it is never idle. There is no implement which it cannot wield, and it should never in working hours be without one. We unwisely restrict the term handicraftsman, or hand-worker, to the more laborious callings; but it belongs to all honest, earnest men and women, and is a title which each should covet. For the queen's hand there is the sceptre, and for the soldier's hand the sword; for the carpenter's hand the saw, and for the smith's hand the hammer; for the farmer's hand the plough; for the miner's hand the spade; for the sailor's hand the oar; for the painter's hand the brush; for the sculptor's hand the chisel; for the poet's hand the pen; and for woman's hand the

needle. If none of these or the like will fit us, the felon's chain should be round our wrist, and our hand on the prisoner's crank. But for each willing man and woman there is a tool they may learn to handle; for all there is the command: "Whatsoever thy hand findeth to do, do it with thy might."

OLD LAND MEASUREMENTS.

IN the "Beauties of Nature," by Sir John Lubbock, we find the following curious information with regard to ancient land measurements in some parts of England. It is interesting thus to trace indications of old customs and modes of life.

In many of our midland and northern counties most of the meadows lie in parallel undulations or "rigs." These are generally about a furlong (220 yards) in length, and either one or two poles (5½ or 11 yards) in breadth. They seldom run straight, but tend to curve towards the left. At each end of the field a high bank, locally called a balk, often three or four feet high, runs at right angles to the rigs. In small fields there are generally eight, but sometimes ten, of these rigs, which make in the one case four, in the other five acres. These curious characters take us back to the old tenures, and archaic cultivation of land, and to a period when the fields were not in pasture, but were arable.

They also explain our curious system of land measurement. The "acre" is the amount which a team of oxen were supposed to plough in a day. It corresponds to the German "morgen" and the French "journée." The furlong or long "furrow" is the distance which a team of oxen can plough conveniently without stopping to rest. Oxen, as we know, were driven not with a whip, but with a goad or pole, the most convenient length for which was 16½ feet, and the ancient ploughman used his "pole" or "perch" of 16½ feet, which at first sight seems a very singular unit to have selected. This width is also convenient both for turning the plough, and also for sowing. Hence the most convenient unit of land for arable purposes was a furlong in length and a perch or pole in width.

The team generally consisted of eight oxen. Few peasants, however, possessed a whole team, several generally joining together, and dividing the produce. Hence the number of "rigs," one for each ox. We often, however, find ten instead of eight; one being for the parson's tithe, the other tenth going to the ploughman.

When eight oxen were employed, the goad would not of course reach the leaders, which were guided by a man who walked on the near side. On arriving at the end of each furrow he turned them round, and as it was easier to pull than to push them, this gradually gave the furrow a turn towards the left, thus accounting for the slight curvature. Lastly, while the oxen rested on arriving at the end of the furrow, the ploughman scraped off the earth which had accumulated on the coulter and ploughshare, and the accumulation of these scrapings gradually formed the balk.

INTERESTING EXERCISE.

"HOW many things come on the table that begin with A?"

The children thought a minute, and one responded, "Apples;" another, "Asparagus;" another, "Almonds."

"Is there nothing else we eat that begins with A?"

No answer.

"Well, look it up after dinner."

"What do we eat that begins with B?"

A simultaneous shout, "Beef;" then "Bananas," and "Butter," "Beans," "Bread," followed in quick succession.

"Now I want you to make up lists of all the articles of food used by us, or any humans except cannibals. You may hunt through the cook-books, through the dictionary, through the botany, through the encyclopedias and books of travel. Put each list under its appropriate letter, and at the bottom of each list the number it aggregates—then the aggregate of the whole. We shall then easily see on what the human race subsists. The one that gets the longest list is to have a prize."

Right after dinner the children made little blank books, leaving a page for each letter of the alphabet, and set to work on their quest. It couldn't be concluded in half a day or half a year, but it was decided that in three months they should compare notes, and see which one had made the largest aggregate.

The books were a curious study when

they came in. In going over the lists a great many items were struck out, *Meat* being one, though beef, mutton, and pork were allowed to remain. *Cake* was struck from the lists, and its components, wheat, eggs, sugar, butter, etc., allowed to remain. What was left when the revision was made represented the original staples used as food.

Of course; some of the pages, as K and Q. were not very well filled.

"I think C is a mean letter," said one of the boys; "it robs poor K of nearly all that belongs to him, and not content with that, filches from S what rightly belongs to him. Indeed, if C gave up all he has taken away from his neighbors, I don't know what he'd have left if H didn't come to help him out."—*N. Y. Christian Advocate.*

LESSON ON THE PANSY.

THE children came home from school, talking about their lesson on flowers. They had learned the parts of the flower, and were talking of sepals and petals and of the colors of the calyx and the corolla.

"Come," said the mother, "sit around me and I will tell you the legend of the pansy."

"A legend! what is that?" exclaimed John.

"That is a story," said Helen, "and there in the flower-bed grow several beautiful pansies."

At this point a pansy was plucked and brought to the mother.

"Take a good look at the pansy," said she, "and you will see that it has five petals, while in the centre, far down in the flower, is a small figure like the head of a man with a cloak over his shoulders. The chief petal, the lower one, is most gorgeous and spreads itself out to display its beauty."

The children were delighted at its colors and thought they had never seen any one so well dressed. They also noticed that the two upper petals were of plain colors and that the two remaining ones were just a little less gay than the chief petal.

"Now then, my children, you are ready for the story, and I will tell it to you as I have it from the lips of Mr. Story, who calls this flower 'the step-mother flower,' which, he says, is the name given to it in Germany.

"Once there was a king who had a beautiful wife and two charming and accomplished daughters. The wife died, and after a time the king married a queen who also had two daughters. The queen grew very jealous of the praise bestowed upon the king's daughters, and did all in her power to make them unhappy. She caused them to be dressed in the plainest clothes, but they did not mind this, for they cared more for the adornment of the mind than of the body. Her own daughters she arrayed in the brightest hues and costliest fabrics, and decked them with rich and rare jewels only a little less costly than her own. Around the throne in the palace were five massive state chairs. The wicked queen made her two step-daughters sit on one chair together." Here the mother pulled off the two upper petals of the pansy and the children shouted with delight as they saw the one green chair upon which the daughters were seated. "To each of her own daughters the step-mother gave one chair." Here the two side petals were pulled off, exposing to view the two green chairs, one on each side.

"As there were five women and five chairs, the queen, in order to have an excuse for seating the two step-daughters on one chair, occupied the remaining two chairs herself, saying that her robes were so elegant that she feared she would crush them if she sat on one chair, and that she really needed two so that she could spread out her gorgeous skirts."

The youngest child in the group was here allowed to pull off the last petal, and all saw how the haughty step-mother had occupied two chairs.

"She persisted in her cruel treatment of her step-daughters until it became so marked that the king in his indignation banished the queen and her daughters from his kingdom. The queen went away in a rage, vowing revenge. She thought, and thought, and thought, and finally remembered that when young she had learned magic from an old wizard. She succeeded in reviving her magic power, and condemned the king to sit forever on his throne with his feet plunged into boiling water."

The mother then pointed out in the centre of the five chairs the poor old king seated on his throne clad in his golden and orange robes of state, and just beneath him the tub of boiling water, and with a needle she gently disclosed his parboiled legs and feet.

From that day to this the group of children pluck pansies and pull them to pieces, telling the story of the cruel stepmother, and showing conclusively how a beautiful myth in skillful hands may be used to lend interest to the facts of science and to stimulate the love of children for the fairyland of flowers.

TEACHING SPELLING.

MAKE a judicious combination of oral spelling with written exercises. Oral spelling secures correct pronunciation, and awakens a keener interest in the pupils; written spelling is more practical, but is apt to become wearisome if carried on exclusively.

2. Train primary pupils on short lists of names of common things.

3. Require them to copy at least one paragraph from each reading lesson.

4. In oral spelling excite a spirit of emulation by allowing pupils to win their rank in line by "going up" when they spell a word that has been missed.

5. Allow pupils, at least once a week, to "choose sides" and have a spelling match.

6. If a spelling book is in the hands of your pupils, when you assign a lesson pronounce all new or difficult words, and require the class to pronounce in concert after you, in order to secure correct pronunciation. Then let each scholar in turn pronounce one word, going over the lesson a second time. Call special attention to words of difficult spelling, and to those containing silent letters. Occasionally call upon some pupil to dictate the spelling lesson. Require pupils to study their lessons, both oral and written, by copying the words on their slates. The act of writing will secure attention to the lesson.

7. If a spelling book is not used, in some measure supply the lack of one by grouping words into short lessons, and dictating them to the pupils to be copied into their blank books. There is great waste of labor in taking up words heterogeneously, instead of by groups.

8. In written exercises, after the papers or slates are corrected, require pupils to rewrite their mispelled words.

9. Require pupils to pronounce each word before spelling it.

10. In all grades above the lowest, make out carefully arranged lists of words which pupils are liable to misspell; let the pupils copy the words into blank-books and study the lessons until they are thoroughly learned.

11. Give early and continued attention to the practical application of a few of the important rules of spelling, such as doubling the final consonant before *ing* and *ed*, dropping the final *e*, etc. By this means pupils will learn to spell correctly a large class of words in current use.

12. The teaching of spelling should be so conducted as to unfold something of the meaning of words, and of the formation of derivatives from primitive words and roots. The exercise then becomes a part of good intellectual training, instead of a blind effort of the memory.

13. Correct spelling is a conventional test of accurate scholarship. The teacher should endeavor to secure the best results by stimulating the interest of pupils by the charm of novelty, and amusement.—*Swett's Method of Teaching.*

DOTS AND DASHES IN SCHOOL ECONOMY.

HAVE you ever tried to listen to your own voice? Have you ever made the unpleasant discovery that your voice is "scratchy?" Have you taught your pupils the names of the common wild-flowers? Mistake, if you have not. That debate seemed childish to you, and you thought the arguments on both sides very weak, but it did the participants a world of good. Let them try it again.

Some trouble of course—a class picnic—but *it pays*. Let committees of scholars make the arrangements as to place, time, conveyances, etc. They will do it as well as you can, and the responsibility is good for them.

The beans in the window box are growing well, when we consider how many times they were pulled up to be examined.

The flaxseed which was sown on a layer of cotton batting in a glass of water is now a beautiful mass of dainty green.

When the teacher is obliged to *compel* attention, there is something wrong. It was Garfield who said that when he was teaching, if he saw a young man inattentive, he tried to throw so much earnestness and interest into his teaching as to win his attention. He felt that it was humiliating to the teacher to be obliged

to *demand* a pupil's attention. Have you ever thought of the distinction between *real* and *apparent* attention? Much of the attention secured in school is only apparent. Though the pupil sits erect, looks at the teacher and has the semblance of attention, it is not genuine—the essential thing, the thought, is not secured. That boy who seems to be hanging on your words is really planning a base-ball game for next Saturday. That lovely girl whose absorbing interest is so flattering to you as you explain a new point, is actually trying to find out how you do up your hair. You may secure by compulsion certain attitudes of the body, but you cannot compel the mind—that must be won.

A good plan. Go out into the hall and close your school-room door behind you. Then play you are a visitor and walk in. Try to see just how the room and the pupils look to a stranger. Examine the whole effect critically; give attention to details of floor, windows, curtains, condition of teacher's desk, pupils, general appearance—hair, faces, clothing, manner of sitting, etc. My word for it, you will discover some things that ought to be changed, and you will say, mentally, "Why did I never notice that before?"

The teacher often fails to understand how much of the pupils' recitation is unintelligible to a visitor on account of the low and indistinct tone. The teacher is familiar with the child's voice, and, besides, knows what he is probably trying to say. The visitor has no such data to depend upon. Can you not persuade a good friend of yours to visit your school-room some day on purpose to tell you how the voices and the articulation impress him?

It is a good plan to impress upon pupils that it is rude to speak so low or indistinctly that people are inconvenienced in trying to hear. Whatever puts others to unnecessary trouble and inconvenience is undeniably ill-mannered. Pupils can understand this, and even those girls who have thought it nice and elegant to speak in a low, inaudible tone and a sort of die-away voice begin to realize that it is not so lady-like a performance as they imagined.

On a warm June day, violent gymnastics may well give way to a march, or an action song, or even to a whispering recess. When the teacher feels that it will take all the will power she has to make her go through a set of gymnastic exercises, it is safe to conclude that the pupils have no surplus energy to be worked off.

The "thirsty" season is here. Pupils will want to get a drink in school hours, and especially will they yearn for it if they can not have it. It is perfectly safe to have a pitcher and glass in the school room and let it be the rule that (except in recitation time) a pupil may quietly get a drink whenever he wishes to do so. A small stand covered with a dainty white cloth and bearing an amber water set (which may be gotten cheap now, as its fashionable race is run) will make a pretty spot in the room.

"Pull down the blinds!" As the bright sunny days come on, many of the rooms are kept too light. There is a noticeable glare as one enters that is unpleasant. Many curtains are adjusted at the mid-winter level. There is a pedagogical importance in this curtain matter that some teachers can not see even after it is explained to them. When the days are hot, you can make your room *look* cool, by tempering the light and securing that degree of shade which is so restful to the eye and brain. The children will think it is cool, and will work much harder and much more cheerfully than in a sunny glare.

The cocoons had hung in the windows two or three weeks. I began to think that the tenants were sleeping a "sleep that knows no waking," but the other morning when I went to school there was a glorious butterfly gently opening and shutting its wings on the ivy. He was a huge fellow, with four gorgeous wings of drab and red that measured six inches from tip to tip.

Each room in the building was allowed to send a committee of four to see His Majesty and to report to the rest of the scholars. Each much-elated committee gravely viewed him on all sides. They counted his legs and the spots on his wings and the rings on his body. When they returned to their rooms the other children questioned them rigidly as to what the butterfly did and how he looked. There were few homes that night where the story of Miss T.'s butterfly was not told. Every tree is now scanned for cocoons.

In a Primary room the other day, the pupils were having their regular "spelling down." The little folks were eager and watchful. While I looked on, two

or three did not understand the word. Instead of saying "I didn't understand" or drawling out "What, ma'am?" each little seven-year-old said sweetly, "I beg your pardon." And when Alice spelled too indistinctly and Miss H. could not understand, she did not say sharply "Speak up," or "I can't hear you," but again it was the courteous "I beg your pardon," said in the same pleasant voice that would have been used in speaking to the Superintendent.—*The School-Room.*

TWO NOBLE LIVES.

A GOOD MAN PAYS WORTHY TRIBUTE TO THE MEMORY OF HIS LIFE-LONG FRIEND.

THE death of this eminent American, Anthony J. Drexel, the head of the great banking house with which his name is associated, has a wider significance than any circumscribed by the love of family, the friendship of associates, and the esteem of acquaintances. It leaves a deep, broad gap in the financial and mercantile communities of America and Europe, as the great undertakings of the house of Drexel, under its respective names in Philadelphia, New York and Paris, were extended into nearly all countries on either side of the Atlantic. The famous house will still stand, but the chief builder of its usefulness and power, the careful director of its fortunes, will no longer have share or part in it.

Men of thought and conscience at the beginning of their careers commonly adopt a governing rule by which their steps are directed. Anthony J. Drexel adopted one, and until death removed him from the busy, helpful path that he had trod so long in the world of business, it was his sole guiding principle in all the important and multitudinous affairs with which he had to do. That rule was, Do unto others as you would have others do unto you. The transactions of the Drexel banks, especially during the more recent years of their activity, were largely with governments—national, state, municipal; with great corporations—railroads, banks and other financial institutions, as well as with important firms that came to rely upon the late Mr. Drexel as a man of unusual sagacity and of unquestionable and unquestioned honor. If the record of the operations of this house were made public, it would be perceived how often the latter had been the prop and stay of public and private credit, the sustainer of institutions, corporations, firms and individuals; to whom it gave assistance when their ruin had been else inevitable. This record would show as plainly as anything could do how public-spirited a man, how sincere a friend, how wise and broad-minded a citizen Anthony J. Drexel was. It would show that by no single act of his life had he taken advantage of the misfortunes, difficulties or embarrassments of any man or men, or even of corporations, which are said to have no souls, to enhance his own fortune. This record would show that again and again, and many times again, the money of his house was given or its stable credit pledged to prevent the financial ruin of those whom ruin menaced.

As a man of affairs, no one has ever spoken ill of Anthony J. Drexel, and he spoke no ill word of any one. He did not drive sharp bargains; he did not profit by the needs of others; he did not exact from those in his employ hard tasks and give them an inadequate wage. He was in active business a lenient, liberal creditor, a generous employer, considerate of, sympathetic with, every one who worked with and for him. His pride in the city of his birth was exceedingly great, as he so frequently demonstrated in the active part he took in all movements tending to Philadelphia's advantage.

This is the brief record of Anthony J. Drexel as a man of business, as it was revealed to me during the many years I enjoyed the rare and inestimable privilege of daily association and frank interchange of thought and feeling with him. For forty years he was my friend and companion; for more than a quarter of a century he was my partner in the ownership of the *Public Ledger*. It is difficult for me to speak of him at all; it would be impossible for me to do so if I could not speak of him as I knew him, as his character was revealed to me by the expression of his pure thought, his kindly, earnest sympathies, by the daily beauties of his life, which was so fruitful and friendly for all human kind, and by "his brave old wisdom of sincerity," for he, at least, was one man who would not and could not lie. If my affection, esteem and admiration for him were to combine and conspire to over-estimate the clear-grained human

worth of my friend, they could not, I know, make him appear a nobler, manlier man than he really was in every relation of life. If one phase of his character predominated over all others, it was that common sympathy for his fellow-men which made him the beneficent philanthropist, the modest gentleman, the kindly, helpful man he was. His benevolence was not half expressed in his many munificent gifts to established educational and charitable institutions, nor even in that great Institute which bears his honored name, and which will endure as an ever-gracious memory to buoy up, in the minds of the multitude of youth who shall be made better, more useful, helpful men and women by its benefactions, the virtues of its bountiful, sagacious, foreseeing founder. The Drexel Institute was not the sequence of a sudden impulse of generosity, not the grudged fruit of an age ripening to its fall. It was the result of deliberate purpose, of prolonged planning and of change after change of plans which had again and again been deemed finished. Thought and time suggested improvements, broader fields of helpfulness and the enlarged independence of the beneficiaries. Anthony J. Drexel was a discriminating giver, and the finally adopted plan of the Institute offers high testimony to his intelligently directed efforts to provide for poor youth the best educational advantages in the arts and sciences, without impairing the native manliness and womanliness of those who are to enjoy its benefits. To lift up the manliness and womanliness of the poor was one of the objects of the foundation of this noted institution. By the mercy of God he was let live to see how good a thing his wisely shaped bounty had wrought for those of poorer fortunes, for whom his sympathies, his affection and tenderness, were so great and earnest.

My dear friend, companion and partner of so many years was a man of singular modesty—one who feared and shunned praise more than blame. His manners were finely courteous, manly, gentle and refined. His mind was as pure as a child's, and during all the years of our close companionship I never knew him to speak a word that he might not have freely spoken in the presence of his own children. His religion was as deep as his nature, and rested upon the enduring foundations of faith, hope, and charity. Love of his fellowmen was that quality which best denoted this noble Christian gentleman. He observed always a strict simplicity of living; he walked daily to and from his place of business, which was nearly three miles distant from his home. I was his companion for the greater part of the way every morning in these long walks, and, as he passed up and down Chestnut street, he was wont to speak, in his cordial, pleasant, friendly fashion, to large numbers of all sorts and conditions of people. His smile was especially bright and attractive, and his voice low, sweet, sincere.

The life of such a man as Anthony J. Drexel, whose bounty was as broad as the sea, whose human sympathies as deep, is like a river, which, flowing within its banks, irrigates the fields upon either side, giving them increase and beauty. The benefits conferred upon those who came within its influence were of inestimable value. To know one such man is like having discovered the road to honorable manhood. His life was a sentient example of noble thought and endeavor, and with regard to him whom I loved so long and well, whose friendship I so greatly prized, whose nobility of character I so honored, and whose memory I shall always revere, he suggests to me the fine portrait of one which another dear friend of mine, the late George William Curtis, sketched many years ago. "I think," said Mr. Curtis, "that to have known one such good man, one man who through all the chances and rubs of a long life has carried his heart in his hand, helps our faith in God, in ourselves, and in each other more than many sermons."

When death comes to such an one as was my friend, or to any one who daily lives in the love of God and of men, "the readiness is all," and he was ever ready. His life had its full measure of sorrow, grief, pain, for he lived long, loved and suffered much; and yet its beneficence of spirit and deed was so great that it was largely blessed by the love and esteem which were so bountifully given him. We, to whom he gave so much that was vital, as affection, friendship, faith, can scarcely think of him as dead, but rather as one who has gone into more life, into a fuller, better one than he ever knew, as one that we shall happily meet again in that far country. In the economy of God, which notes the sparrow's fall, there are no

accidents; there can be none when such a helper of men as Anthony J. Drexel is let pass from the world he did so much to make better and fairer. The passing of such a man makes stronger our faith in and gives new and convincing assurances of immortality; for if life ends here, why should such a benefactor of mankind be taken, and his sordid, selfish neighbor left?—*Geo. W. Childs, in Harper's Weekly.*

THE CHRISTIAN SHADOW.*

LONG, long ago there lived a saint so good that the astonished angels came down from heaven to see how a mortal could be so godly.

He simply went about his daily life, diffusing virtue as the star diffuses light and the flower perfume, without even being aware of it.

Two words summed up his day; he gave, he forgave. Yet these words never fell from his lips; they were expressed in his ready smile, in his kindness, forbearance, and charity.

The angels said to God: "O Lord, grant him the gift of miracles!" God replied: "I consent; ask him what he wishes."

So they said to the saint: "Should you like the touch of your hands to heal the sick?"

"No," answered the saint; "I would rather God should do that."

"Should you like to convert guilty souls, and bring back wandering hearts to the right path?"

"No; that is the mission of angels. I pray, I do not convert."

"Should you like to become a model of patience, attracting men by the lustre of your virtues and thus glorifying God."

"No," replied the saint; "if men should be attached to me, they would become estranged from God. The Lord has other means of glorifying himself."

"What do you desire, then?" cried the angels.

"What can I wish for?" asked the saint, smiling. "That God give me his grace; with that should I not have everything?"

But the angels insisted: "You must ask for a miracle, or one will be forced upon you."

"Very well," said the saint: "that I may do a great deal of good without ever knowing it!"

The angels were greatly perplexed. They took counsel together, and resolved upon the following plan; every time the saint's shadow should fall behind him or at either side, so that he could not see it, it should have the power to cure disease, soothe pain, and comfort sorrow.

And so it came to pass. When the saint walked along, his shadow, thrown on the ground on either side or behind him, made arid paths green, caused withered plants to bloom, gave clear water to dried-up brooks, fresh color to pale little children, and joy to unhappy mothers.

But the saint simply went about his daily life, diffusing virtue as the star diffuses light and the flower perfume, without ever being aware of it.

And the people, respecting his humility, followed him silently, never speaking to him about his miracles. Little by little they came even to forget his name, and called him only "The Holy Shadow."—*Christian Union.*

*Translated from the French by Ruth Craft.

SOWING AND REAPING.*

IT was my privilege earlier in the year to leave with you the happy thought that the days are not bearing you swiftly away from the best that life has to give, but, rather, that the best is before you; that the gladness of youth may deepen into joy; that the carelessness of youth may give place to a noble sense of power to meet the problems and responsibilities of life; that the impulsiveness and turbulence of youth may develop into the executive ability and calm judgment of age. A closely allied thought I bring you this morning, —the thought of your own part in securing the best that lies before you. It is not to be had for the asking or wishing or hoping. It is not a gift that can be bestowed by one soul upon another. It is not an inheritance that can be hoarded in banks and transmitted from one generation to another. The best that life has to give,—joy and strength and clear sight of the soul,—waits in the future for every child of God whose course leads him to it. While it is true that there is a close tie between each human soul and all the rest; that we are the members of

* Read at Swarthmore College, May 21, 1893, by Dean Elizabeth Powell Bond.

one body; it is also true that the attainment of that which is best in life is the work of the individual soul.

Men combine for great business enterprises. The money of one man, the business experience of another, the good judgment of another, the perseverance of still another, all these elements of power combined, insure the business success that is not often within the reach of the man single-handed.

In the work of education, the united efforts of educators and students in schools and colleges and universities, bring to pass much greater results than the isolated scholar can accomplish. So, too, in the field of philanthropic effort. There is strength in combination to work against great social evils. Sometimes it is true that the voice of the people is the voice of God, and the authoritative utterance sets free a race of slaves. But there is another province—the life of the soul toward God,—in which each must life to himself. No vicarious effort will avail; no contribution of money, no association with other souls, can do away with this individual relationship to God. It is as if God and each individual soul were the sole occupants of the universe.

Might we not say that it is in proportion as we consciously live in this High Presence that life becomes good and better and best; than in proportion as we habitually refer all our life to our highest conception of honor and purity and beauty do we make ourselves worthy of this Divine kinship? Not to believe this seems to me a fatal heresy,—unbelief that paralyzes the soul and blights its powers and withers it away till only the germ of Dlvinity is left. It is true our highest conceptions may be very inadequate; but so long as we make these highest conceptions our standards, our faces are toward the perfect goal. And every time we are able to try for our own highest standards our strength increases with the effort, and our spiritual sight grows clearer, and our standards themselves advance. Every year our athletes are an object-lesson to us.

They work to a definite standard. They keep the "record" ever in mind. With what persistent effort do they practice every muscle and test each nerve, in order that every atom of muscular and of nervous force may be most wisely expended to advance the "record." The *results* of athletic training are plain to see. They are determined by watch and measuring line, and are printed in the newspapers for all the world to read. But our athletes themselves lose the finest results of their athletic training, if the results stop at muscle and nerve. If they come out of the athletic season with only so much speed to run, or so much strength to throw the heavy weights, they have missed the better part; they are only so much *finer animals* than they were before. Athletic training should go deeper than muscle and nerve, and reach the very springs of character. What shall it profit a man if his strong arms throw the hammer as the fabled Zeus shot his arrow, and yet his *will* fail to command the action of his mind, and second the aspirations of his soul! What shall it profit a man, that the athletic field makes him fleet as a Mercury in the race, if the development of mind and heart keep not pace with the wingéd feet! And we who watch with sympathetic interest the efforts and progress of our athletes, on our part lose the fine lesson of it all, if our eye stops at the physical results; if we fail to see that the results came not by chance or the fortune of the moment, but as the reward of untiring effort.

So the things that make mature life better than youth come not by chance, or the fortune of the moment. Youth must seek the "records" of highest good, and strive toward these "records." Every age has had its standard-maker, who has left us his talismanic word.

Mohammed left this: "The service of God is as the similitude of a grain that hath produced seven ears, in each ear a hundred grains."

The gentle Buddha this: "He who should conquer in battle ten times a hundred thousand were indeed a hero. But truly a greater hero is he who has but once conquered himself."

The word of Confucius is this: "Hold faithfulness and sincerity as first principles, and be moving continually to what is right;—this is the way to exalt one's virtue."

The voice most familiar in our ears pronounced ever the benediction, "Blessed are the pure in heart, for they shall see God."

"The heart that harbors generous thought," that is sensitive to truth, that loves love, that is responsive to beauty,—this is the "pure heart." And *seeing*

God—all the way before us is illumined; we may go from strength to strength, from joy to joy, from peace to peace.—*Friends' Intelligencer.*

SHORT-SIGHTEDNESS.

"OH, dear what a world of incompetents I find!" was the closing sentence of a letter received from a woman who devotes her life to the classes in which incompetency abounds because of ignorance.

The appalling thing in our civilization is that, in spite of almost unbounded educational opportunity, in spite of the efforts of scores of associations and organizations devoted to changing ignorance to knowledge, incompetency to equipment, there always remains this army of incompetent men and women who have no foundation on which to build, who have failed so continuously that success would be the abnormal thing to come into their lives. The genesis of this is lack of education, and it is to be found in every grade of our social structure. Poverty reveals the incompetency; wealth conceals it. How many of the men, but more especially the women, of our so-called wealthy classes could support themselves if suddenly thrown on their own resources, without influence or social backing? Comparatively few. And they are the most difficult "incompetents" in the world to deal with when found. The poor are accustomed to poverty, and there is the less that is startling, the less that is suffering, in their experiences to them.

Incompetency is largely due to the same cause in all cases—lack of training. This lack of training is the result of unappreciated opportunities for education that would have changed the individual's relation to society. If the opportunities for special training were used by the people for whom they exist; if parents and those who control the destinies of children would look beyond childhood, and see the value of every hour of training to the future man and woman, the army of "incompetents" would be reduced to the incapables because of physical or mental disability. The sins of ignorance that cause most of the crime and disease, that make jails, hospitals, homes for the destitute, and kindred institutions necessary, would no longer slay their victims; crime would not be the result of ignorance, but the result of ability, and much easier to grapple with. Every student of sociology knows that innate physical and moral weakness is much harder to overcome than the positive acts and effects of strength.

Training that recognizes the peculiar abilities of the individual is the safeguard, for the army of incompetents are misplaced individuals in most cases—those made hewers of wood who should be drawers of water; or they are the victims of ignorance that is so dull or so blind as to be unconscious that there is a future for which the present is a training-school. —*The Outlook.*

CARE OF CHILDHOOD.

PROBABLY no woman who was not a mother ever took more interest in the home life or studied it more deeply than the late Mary Allen West. For many years a teacher, she came into the closest sympathy with children and youth, and carefully watched the effect of their home life upon them. In her excellent book, "Childhood; its Care and Culture," she gives the following sage advice:

Through the day we must be separated; in the evening let all come together, father, mother, older brothers and sisters, and the wee toddlers, for genuine home fun and talk.

This is the hour of sweet confidences when parents and children learn to know each other, to sympathize with each other; in short, to love each other intelligently instead of with the mere instinctive love which we share with the brutes. It may take some of the father's time from his farm and from his merchandise, and the mother's from her household cares, but it is time well spent; no parent can afford to forego this family hour; it should be held sacred to the children at whatever expense of business or pleasure.

"Could ye not watch with me one hour?" as it fell from the lips of Christ in Gethsemane, is the most pitiful question ever uttered. The same pitiful question might fall from the lips of multitudes of children whose parents are too busy caring for their bodies, or heaping up riches which perish with the using, to give one hour a day to feed the hunger of their hearts and souls. It is hard for such children to feel that their parents really believe that their souls are worth more than their bodies, that those shall live forever while these are perishable.

It is hard to keep boys off the streets if fathers spend their evenings gossiping at street corners or in stores, or even immersed in legitimate business. "While thy servant was busy here and there he was gone," is too often the bitter cry of a father whose son *has gone*—gone to destruction. It is hard for the daughter to feel that her mother is made for anything but a drudge or a butterfly, if a constant round of work, or of gayety, will not allow her to give this one hour to her children.

It is not the mothers of leisure who oftenest keep this after-supper hour with their children. I have seen it kept most sacredly by the busiest of parents, and I never knew a family where it was thus kept in which the children did not repay their parents a thousand-fold for all the sacrifice of business or pleasure its keeping necessi ated.

A LONELY LITTLE GIRL.

THE people of Holland are very proud of their noble Rijks Museum in Amsterdam, into which are gathered the treasures which illustrate the growth of the arts and sciences in their kingdom from barbarous ages until the present time. The great corridors are usually crowded with all classes of the Dutch nation. A visitor to the museum last summer noticed that the long procession swerved aside from the galleries of pictures and statues, to pass through a little room which held only a large blank book inscribed with the names of noted visitors.

Upon the open page of this book was written, in a child's unsteady, careful hand: WILHELMINA.

It was a motley crowd that paused to look at this name, and a picturesque one, for the Dutch still wear many of their national costumes. There were nobles with their equerries, wealthy burghers, peasant women from Zeeland in hooped skirts and white caps with gold helmets, priests in black gowns with white cords about their waists, maidservants from Scheveningen, with huge golden corkscrew pins in their hair, and orphan boys from the Stadt asylum, one-half of their bodies clothed in black, the other in scarlet.

On each face, old or young, came the same amused, tender smile as they saw the childish writing, and they passed on, nodding to each other with delighted approval.

"She writes well."

"She is wonderfully clever!"

"Ah, the dear child!"

"Who is this child whom everybody loves?" asked the American visitor of a Dutch lady standing near her.

"She is die kleine Königin, our Queen, Wilhelmina," was the reply. "She is only ten years old, and not a strong child; but each of us prays every day for her life as if she was one of our own. That is not only because she is the last of the royal race, and if she dies, Holland would be torn to pieces by wars for succession, but because we love her. She is so good, so honest and friendly a child!"

Wilhelmina is a slight, erect child with brown hair, a smiling mouth, and dark, candid, friendly eyes. She lives with her mother, the regent, in the chateau of St. Loo in summer, and in one wing of the royal palace at the Hague in winter. The great State ballrooms and throne-halls are closed since her father's death, and the little maid has a wing of the palace like a cozy house to live in, full of pretty china stoves and easy-chairs, with flowers in the windows: but few girls have so lonely a life as she.

"She cannot play with other children," said one of her subjects. "Whom could she have for a companion? She is queen; she must study, study: she must learn to rule."

Poor lonely little queen! Yet she has her pleasures.

When her mother's last birthday arrived, Wilhelmina with great joy surprised her with her portrait, painted by a famous artist. She had contrived to keep the secret for months, and had chosen a dress to wear which her dead father had given her.

Sometimes she gives a fête to the Stadt orphans in their queer red and black garments.

"She loves the orphans," said the Dutch frau. "When after the King's death, all the people of Amsterdam came to pay homage to the regent mother, the little child suddenly stepped down from the throne, and going up to one of the poor girls, who, like herself, had no father, she put her arms about her and kissed her. Ah! then you should have heard the acclamations of the people! All our boys in Holland love their child-

queen. They would protect her with their lives!"

While all Americans will agree in rejoicing that the well-being of our country does not depend on the life of a child, yet we can recognize the truth in the shrewd remark of the frau in Amsterdam:

"If one must have a monarch, it is best that she should be a child and a girl, for then all that is best in the hearts of her subjects will rise for her support and her defense!"—*Youth's Companion.*

CONGRESS OF RELIGIONS.

AS Chairman of the General Committee on Religious Congresses in connection with the Columbian Exposition, I am greatly concerned that the educated people of our country should fully understand the plans and purposes of those who hope the coming World's Fair will contribute largely to the intellectual and moral welfare of mankind. The public attention is drawn to the material exhibit through the newspapers and magazines, and the material exhibit will be of incalculable interest. But is the Columbian Exposition to be chiefly a brilliant illustration of material achievement and mechanical progress? Far from it. No other World's Fair ever provided so amply for education, music, charities, religion and the liberal arts. To provide representation of the intellectual and spiritual sources of civilization, the World's Congress Auxiliary has been organized by the Exposition authorities.

The congresses provided for will extend through the whole half-year during which this marvelous world's university will continue, and they will cover the chief departments of human knowledge and effort. There are congresses of journalists, engineers, artists, temperance reformers, ethnologists, zoölogists, astronomers, law reformers, financiers, labor reformers, musicians, agriculturists, moral and social reformers, librarians, authors, philologists, teachers, archæologists and many others. Hundreds of busy men and women are daily planning for these conventions, corresponding with more than twenty thousand of the leaders of thought in all lands. Religion, the supreme concern and glory of man, has been excluded, as being an element of discord, from all previous World's Fairs. In the present Exposition, however, it will have a most conspicuous place not only in the material exhibit, in the Liberal Arts Building, in the very heart of the Exposition, but also in the series of congresses extending from August 25th to September 29th, to be held mainly in the great halls of the proposed new Art Building in the centre of the city. In this Art Palace, on either side of the main entrance, will be a beautiful hall capable of seating more than three thousand persons, so that two great congresses may be held at the same hour; and there will also be in the Art Palace more than twenty lesser halls, accommodating from three to six hundred persons, which will be serviceable for division meetings.

The meetings of the great churches or denominations will occupy a week, and probably several days beside. The Catholic church, the Lutheran churches, the Congregationalists, the Friends, the Jewish societies, and probably several other great churches, will have important meetings. The Mission Congresses, covering the whole field of city, domestic and foreign missions, will occupy seven or eight days. Two efficient committees of men and women are already very much engaged in promoting this great plan. A week has been assigned to the Evangelical Alliance, and three days to the Sunday Rest Congresses.

It is certainly a subject of congratulation that the time draws near when representatives of widely different faiths will be able to meet in friendly conference without compromising any personal conviction. While the Parliament of Religions, like the Parliament of Great Britain, is not an assembly whose *object* is worship, the Committee is planning for the singing of devout hymns of thankful praise, and they may decide that, as at the Religious Convention which President Warren imagined, there shall be moments of silent prayer. But immediately preceding the meetings of the parliament will be daily morning conferences under a great variety of suitable leaders, which will enable those naturally affiliated to worship together and to come into a more perfect acquaintance. And who can doubt that not only will thousands of earnest hearts be praying to God in the stillness of spiritual communion, during the sessions of the parliament, but also that missions of those who have learned the way of salvation through Jesus Christ, will, in many lands, offer

up daily petitions that this phenomenal assembly of God's children may be blessed to the furtherance of that Kingdom which they believe is yet to cover the earth. The speakers who have been suggested for the opening session of the parliament will represent twelve hundred millions of the human race. Surely that will be a great moment in history, as Dr. W. H. Withrow, of Canada, has suggested, "when men who profess the differing religions of the world stand side by side." The committee desires "to deepen the spirit of human brotherhood among religious men of diverse faiths;" to set forth what are deemed the important distinctive truths taught by each religion; to indicate the impregnable foundations of theism and the reasons for man's faith in immortality; to strengthen the forces adverse to materialism; to inquire what light each religion may afford to the others; to furnish an accurate account of the present outlook of religion; to throw all possible light on the solemn problems of the present age, and to bring the nations of the earth into more friendly fellowship. They invite the co-operation of all who are friendly to their plan in its grand outlines, and the suggestions of all who believe that it may be improved in its minor details.

Max Müller has written: "I have never disguised my conviction that a comparative study of the religions of the world, so far from undermining our faith in our own religion. serves only to make us to see more clearly what is the distinctive and essential character of Christ's teaching, and helps us to discover the strong rock on which the Christian as well as every other religion must be founded." Professor Legge, of Oxford, speaks for the Christian scholarship of to-day when he says: "The more a man possesses the Christian spirit and is governed by Christian principle, the more anxious he will be to do justice to every system of religion and to hold his own without taint or fetter of bigotry." Dr. Ellinwood, of the Presbyterian Board of Missions, believes that "in proportion to the intelligent discrimination which shall be exercised in judging of the non-Christian religions, and the skill which shall be shown in presenting the immensely superior truths of the Christian faith, will the success of the great work of missions be increased; and he thinks that a timid attitude "amounts to a half surrender, and is wholly out of place in this age of fearless and aggressive discussion. Evidently the one thing needed to disenchant the false systems of our time, is a clear and accurate knowledge of their merits and demerits and of their true relations to Christianity."

I express a deep personal conviction in saying that I believe that the Parliament of Religions, in connection with the whole series of Religious Congresses, will bring into glorious conspicuity the supreme power and attractiveness of the Cross of Christ. While we earnestly seek from our brothers beyond the sea, a frank and full presentation of their sincere beliefs, which is only possible in an atmosphere of confidence, mutual respect and affection, we shall speak from our hearts those truths which have come to us from the words and the life of the Son of God. Believing that Christianity not only is the complement of other religions, filling out what is imperfect in them, but is also a direct miraculous revelation centering in a Divine Redeemer, they who hold this faith will have the opportunity to proclaim it as never before. The religion whose distinctive features are Incarnation, Regeneration and Atonement, flings its loving challenge to the world, and has no fears.—*Rev. J. H. Barrows, in Current Topics.*

OUR ELECTRIC ROADS.

BY J. D. MARSHALL.

I HAD a talk this morning with one of the most successful projectors of electric railroads in the United States. He believes that the present development of the new system of transportation amounts to only the first two or three steps in its progress.

"I am quite within bounds," he said, "when I make the statement that electricity will have driven horse cars practically out of existence in this country within two years. Already steps are in contemplation for the substitution of the trolley for the horse on almost every line in existence. The late Maurice Flynn, best known to the world as a New York politician, was the first man to have confidence enough in the trolley wire to interest capital sufficiently to build a road. That road was built in Richmond, and it was watched closely by street car

men all over the country. As soon as its success was assured, the building of other electric roads and the equipment of horse car lines with electricity were begun in every direction.

"The advantages possessed by electric transportation over the old-fashioned methods are many, and include cleanliness, rapidity and convenience; but in the mind of the capitalist, who furnishes the money for the operation, their economy is paramount to all other considerations. The cable roads are not 'in it' compared with the electric lines, and I say this in the face of the fact that New York is just beginning to use her cable lines. I may go further and make the prediction that inside of five years the cable conduit in Broadway will be used to carry an electric cable, from which electricity will be taken by underground trolleys, and the cars on Broadway will be run by electricity.

"I do not think, however, that underground trolleys will be used very generally for several years, though in the present era of constant improvement it is hard to make predictions for a longer period than half a decade. The great difficulty at present lies in the impossibility of making a dry contact between the electric cable and the trolley underground. It may be possible to accomplish this in Broadway, where the cable conduit has already been laid at enormous expense, but the first cost of such work will prohibit its introduction in any but the very largest cities, where the traffic is practically only limited by the capacity of the line.

"I do not believe that the trolley will soon be supplanted by the storage battery, if ever. At least $10,000,000 have been expended in experimenting with storage. Not more than $100,000 worth of storage cars and storage machinery are now being used. One of the greatest difficulties in the use of storage batteries so far has been what is known as buckling of the plates in the battery. This produces a short circuit and consequent burning out of the motor. Then there is a great waste of power in charging and discharging the batteries. The cars have to be very heavy, and necessarily the power to move these heavy cars has to be much greater than that needed to move the lighter cars of the trolley system. All these things tend to make the storage system so much more expensive than the trolley as to make its adoption quite out of the question. It is true that the storage system has been greatly improved in the last few years and can be run much more economically now than formerly, but the trolley system has also been improved quite as rapidly in the direction of economy. My idea is that the time will come when the current will be carried in some way through the rails and the ground.

"The first cost of an electric trolley line is considerably greater than that of a horse-car line. Suppose you have a 5-mile route in a city of 200,000. You lay double tracks and therefore have 10 miles of rails. To lay this track for horses will cost you $6,000 a mile, or $60,000. Thirty cars at $800 each will be $24,000. Three hundred and fifty horses at $100 will be $36,000—in round numbers say $60,000 for cars and horses and $30,000 for carhouse, barn and 'et ceteras,' making $150,000 in all. For a trolley line the cost of the roadbed will be $12,000 a mile, or $120,000; the cars with motors will cost $3,000 each, or $90,000, and the power house and carhouse $180,000, or $400,000 in all. But after the extra first cost of construction has been met, the economy is all in favor of the electric as against the horse car line.

"The electric cars move enough faster to enable us to get about one-third more service out of cars and men in the same time and for the same expenditure in wages—that is, it takes the horse cars on a line I have in mind 1 hour and 35 minutes to make the round trip, while the electric cars do the same in 1 hour and 5 minutes. The next big item in operating a horse-car line is the feed for the horses, and in operating an electric line fuel. In the case I have in mind, where coal is sold at tidewater prices, the fuel now costs only about 50 per cent. of what the feed used to cost. In other places where coal is cheaper or where water power can be used the saving will be greater. There is also a great saving in the matter of caring for the motive power, The cost of engineers and firemen to run a big power house engine is not over one-third as great as for hostlers and stablemen to care for the horses.

"The fact that the cars make the runs so much quicker produces practically the same result as the addition of one-third more cars, and in a city of 200,000 that means practically an addition of one-third more business. So you see that

while the first cost is greater the operating expenses are much less, there is a considerable addition to the gross earnings and a very large addition to the net income. These are the reasons why the trolley wires are driving the horse out of the business of drawing street cars.—*Lancaster Inquirer.*

THE CARLISLE INDIAN SCHOOL.

THE NORTH AND WEST.

I BELIEVE every college man likes to do a certain thing, which would be profitable for him. To learn something from sight-seeing as well as the book knowledge. It was my great pleasure to visit the Indian school in the East, during the college holidays, to see all my friends whom I used to know, while I was there as a student of that institution. On my arrival, I found Capt. Pratt, the superintendent of the school, in his office. He was rather surprised to see me that morning. I was gladly welcomed by his teachers, officers, and the students of the school. Let us look back and see how the education of the Indians was started —how and where. Those were dark, gloomy days, when the education of the Indians was neglected entirely. The race prejudice was so strong in our country; but there was one army officer who had fought the Indians for numbers of years. He saw that there was no way to settle the Indian problem. Yea, he was a Christian soldier. I refer to that of Capt. Pratt, who was the first one to make an attempt to educate the Indians in the east, by the consent of the government of the United States. It was a hard task for him to undertake this great work, because the different newspapers of the country criticised him very severely, on the ground that it was impossible to educate the Indians. Let us look into his school for a few minutes.

The town of Carlisle is located in the southern part of Pennsylvania, eighteen miles west of Harrisburg, the capital of the state. It was this place where the Indian school was established on the 5th of October, 1879. The former years the soldiers living here were known as the "Carlisle garrison" during the Revolution War.

The garrison is now turned into Indian school for the training of Indian young men and women to fit them for the battle of this life; to go out in the world to fight their own ways, like white brothers and sisters, who have fought their way through in life. Here the young men are taught to do various kinds of work in the shop; while the ladies are taught to make cakes and pies and other matters connected with the housekeeping. It is interesting to see them all at work and it is an education in itself. At present there are 765 Indian students attending the school, representing forty-seven different tribes of Indians, from pretty nearly every state and territory in the United States; even the territory of Alaska has representatives there. It was Capt. Pratt's desire that the students should be placed in the best families of the surrounding country or town, in order that they might learn the English language and the art of farming which enables them to earn something, to learn how to take care of themselves and make them independent. Thus, the students are found in the states of Maryland, New Jersey, Delaware, New York, and as far as Massachusetts. This policy is called the "outing system" which has done good for the Indians in general, as well as for those individuals.

You may ask, do they save money? I can say, yes, last year those boys and girls who were out in the country, saved and put in the bank a large sum of money which was something like this—$715.23.

You make ask again, do they give any money to benevolent purposes? I'll say right here, as a rule the Indians are generous in giving. Last year, if I am not mistaken, the whole school gave $85 to the Russian sufferers. It shows that those Indians are taught to read just as well as work, earn and give.

As to the religious interest among the students, I am glad to state that a large number of both boys and girls are members of the different churches in town. Of course, some of them are church members before they came to the school. The young men have a Y. M. C. A. building where the gospel meetings are held weekly; and among the ladies they have two or three circles of King's Daughters, which are doing the same kind of work as that among the young men.

Let us hope and pray that the future education of the Indians of America is promising. It would pay to many readers to visit the school, whenever they go

East. It will prove to you that the Indian may be educated, and not only benefit their race but add to the prosperity of the American nation.—*By Levi Severing, Omaha Indian, Class 1890.*

ADDRESS TO GRADUATES.

BY JOSEPH WHARTON.

SWARTHMORE GRADUATES OF 1893: Thomas Carlyle, in his life of Frederick the Great, states that this king was accustomed to rate his neighboring potentates by their fighting strength; not by their taste in art, or their advance in science or literature, though he valued these; not by their wealth or population, though these are indispensable; but by the actual fighting force, the sure, efficient, ready arm of each.

Does this seem to be a barbarous method of estimating? Was the King of Prussia a savage, caring for brute force only, and separated from the rest of mankind by a ferocious disregard of all that is noble in humanity? Not at all. Frederick simply saw with clearness, and avowed with frankness, what all successful persons perceive and act upon; namely, that each nation (as also each person) possesses, after disposing of the inevitable hindrance, a certain remnant of live force, which for all practical purposes measures the value of the nation or person.

Consider how this applies to your own case. Each of you has control of a limited daily fund of vital energy, which may be increased or diminished to be sure, but is to-day a definite sum. The question is, how much of that energy is applicable to such use as will tend to your profit? After deducting that which you spend in the round of hindering things, what actual fighting force have you got left with which to attain your ends?

There are persons of apparent intelligence who so slouch their lives as to have almost no fighting force—perhaps one-tenth or less of their energy may remain available for profitable use. They are like badly-constructed engines, nearly all of whose power is lost in friction, or in moving a mass of useless incumbrances.

The persons are not numerous who purposely and carefully so order their lives as to be comparable to well-designed and well-kept engines, nearly all of whose power is effective.

One object of schools and colleges is to instruct and to train their students in the art of using their powers to the best advantage, but it rests with the individual whether he or she will conquer the incumbrances or will be overcome by them —whether the inevitable hindrances shall be reduced to a minimum, and the free fighting force be brought to a maximum, or whether the vital energy shall be frittered away upon trifles, wasted upon humbugs, expended upon old stumbling-blocks, leaving but a little wretched remnant applicable to any real purpose.

What that purpose is, is quite another question, for as the effective energy of one engine may drive a grist-mill, another a pleasure yacht, and another force air to an iron furnace, so the remnant of vital energy which one of you may rescue from his impediments, he may apply to the development of an industry, while another may devote his similar savings to the study of music or art, and another spend his in politics.

The ways of spending energy to advantage are vastly more numerous than the ways of cooking hares, but as Mrs. Glass's famous recipe for cooking hares begins with the injunction "First catch your hare," so my present aim is to have you first catch your free energy.

Stop the leaks, throw off useless burdens, simplify the movements, reduce the friction, and you will discover increase of power comparable to hidden treasure.

Do you ask what are these leaks and burdens and useless movements and avoidable frictions in your daily living? Let me specify a few of the commonest; namely:

Indecision, which halts between two or more courses, taking neither, but fretting away the time in absolute waste, and, perhaps, losing precious opportunity. A person so halting is comparable to an engine on the dead centre, having perhaps abundant power, yet for the moment absolutely inert. While you have been under the orders of others at school or college this difficulty has probably been avoided because others decided for you. The clear perception and rapid judgment which you need when deciding everything for yourselves, naturally differ much in different persons, but it is the privilege and duty of each to improve those qualities.

Dilatoriness. We read in the Bible, "What thy hand findeth to do, do it with thy might." No dawdling or pot-

tering over your work, whatever it may be, but go at it promptly and do it with thy might. No putting off until to-morrow, but do it now, and leave to-morrow free for its own task.

Any one of our race who had dwelt, or even traveled, in the Spanish-speaking countries to the South of us, must have been struck by the frequency with which he hears the word "Mañana," that is, "to-morrow." Everything that can be so treated is put off with that fatal word "Mañana;" the population seems to be saturated with the habit that the word implies. Until they rise above it they cannot hope to compete with other peoples who are free from it, nor can any one of you who contracts the "Mañana" habit hope to thrive. On the other hand, those of you who have not already experienced it, may learn with pleased surprise how your faculties can be trained to prompt performance, almost instinctive, almost involuntary, of their respective duties; by being held strictly and steadily to their work they appear to learn that evasion is useless, and their work is done.

Fashions. The idea that we must think, act, or dress according to a style or standard invented or set up by some other persons, may be within certain limits rather useful than harmful, since one may simply follow a beaten track instead of making a road, but this inviting facility turns with readiness into hard bondage. Religious dogmas and creeds are such inventions, but they never are nor can be more than the conceptions of certain individuals at certain times—as sure to be outgrown as the shell chosen by the hermit crab, which shell would prove to be his deadly prison but for his power of escape, and of choosing another one of larger scope.

Social fashions, useful to a small extent in regulating intercourse, are capable of consuming all your forces, and of luring you into expensive habits of living quite beyond your means. It cannot be necessary for me to point out in detail how your energy may be lost in this way.

Indolence and Luxury. Clearly no young person can reasonably expect a happy and useful life if ease and pleasure are permitted to mould his career. He rather throws away or forfeits his force, then loses a part of it, who sinks into self-indulgent ease. Nay, he forfeits even the power of enjoyment as well as the power of achievement, for the keenest enjoyment comes to him who earns by a period of diligence some days or hours of recreation.

Fretting. As even a few grains of sand in the bearings of an engine decrease the immediate power of the machine, and rapidly destroy the machine itself, so small grinding annoyances and an easily heated temper impair your activity and wear you out too soon. A serene temper, a mild demeanor, a little lubricant in the way of pleasant words, a cheerful avoidance of irritating things, go far toward increasing your effective potency.

Stimulants. It is obviously absurd to drive a machine or an animal beyond its normal powers, except temporarily in an emergency. The engineer who attempts to get a hundred and fifty horse-power out of a hundred horse-power boiler invites a catastrophe, and the driver who insists on making a ten-mile-an-hour horse travel fifteen miles an hour will soon spoil his horse, though kerosene be added to the boiler fire, and the horse be flogged with the best of whips.

Yet it does not seem to be equally obvious that the young person who undertakes to stimulate his powers with alcohol and tobacco, or even with excess of comparatively innocent condiments, is just as sure to break down prematurely as the over-driven boiler or horse. And though an apparent increase of vigor should be temporarily experienced from the use of stimulant, that transient vigor is no greater than the permanent vigor that might be attained, without any destructive strain, by cultivation of one's powers in a natural way.

To dwell upon the ruin that follows vice would be irrelevant, if not impertinent, on this occasion, when I am addressing those who are resolved not to destroy, but to improve, strengthen, and beautify the wonderful congeries of faculties with which each of you is endowed.

I am, of course, conscious while offering these suggestions, that far more wisdom than they convey may already have been well-earned by some of you, since you have had for guidance not only the successes and the errors of all your predecessors, but also that inward monitor which mankind constantly grows to hold more sure and sacred. Yet do not scorn the affectionate solicitude of your elders, when they hold out a hand of warning or of helping. They see you, now that your seed time is past, leaving these

friendly halls and marching out into the harvest fields of the world, which is not always friendly; they would fain see each of you bear himself bravely, and "come again with rejoicing, bringing his sheaves with him."

ALGEBRA: THE LANGUAGE OF MATHEMATICS.

BY J. G. THOMPSON.

ALGEBRA furnishes a mathematical language, a short-hand record of operations used in calculating quantity, combined with a concise statement of results.

Let us consider first the algebraic expression, which stands for a quantity, just as a word does for an idea; *e. g.*,

$$a^2-2y+x.$$

This is an expression used in algebra for a quantity—*one* quantity; it is composed of parts (just as a word contains syllables) called terms, of which in the above example there are three. The term in turn is made up of factors, just as a syllable contains letters. Thus a^2 contains two symbols; and $-2y$ is a term of three elements, the first having a force similar to that of the prefix "un" in the word "unknown." The element of the algebraic language is the factor; the fundamental base is the term. The algebraic expression embraces all the modifying parts of a sentence as given in the common language.

The algebraic *sentence* is the equation. It consists of two algebraic expressions joined by the sign "equals"—the copula. Stating an equation from a problem is simply translating the language from common English to that of algebra. The "is equal to," "amounts to," "would be," etc., in one case becomes the sign $=$ in the equation. All the sentences of algebra are statements of fact.

Problems which give rise to three or more equations furnish a short mathematical discourse.

It will be observed that algebraic expressions, like Indian words, are often much compounded. A compound term is similar to the modifying phrase or clause. Take for example $a\ (x-1)+c$, an expression composed of two terms the first of which contains two factors (letters) one "a," a simple element, the other, "$x-1$," an expression—or modified element, used as an element.

It is peculiar to the language of mathematics that each symbol, if taken alone, represents quantity. A misspelled word may yet signify clearly its original idea, but an omitted symbol or misinterpreted relation, changes the value represented in the expression. Further, the value of the symbol may vary for different problems, while letters of the alphabet have but one meaning.

Algebra as the language of mathematics is a universal language. Indeed, it is fundamental in all mathematical subjects. Recognizing this fact, the great Joseph Sylvester has named the results of his extensive mathematical researches "Universal Algebra."

Truly in mathematics algebra is universal, for it is the language, chiefly, in which all calculations must be couched. —*The Public School Journal.*

POINTS OR NO POINTS IN TITLE PAGES?

BY W. W. DEATRICK.

THE conservatism of school text-books is as strange as it is general. Ordinarily it requires ten to fifteen years for a new thing to get into the volumes studied by our teachers and pupils. The position of the school grammars and rhetorics on the matter of the punctuation of title pages is an instance of such conservatism. Is it carelessness or is it ignorance on the part of the authors or compilers in regard to recent approved usage?

In a text-book recently published the following rules are found:

"Rule. Title-Pages.—In a title-page, when an explanatory expression is put in opposition with the main title, without the use of a conjunction, the two are separated by a colon. Note. In a title-page a colon is usually placed between the names of the publishers and the name of the city in which they are located, as:

PHILADELPHIA: ROBERTS & CO.

"The title-page of a book usually consists of three parts: 1. The title of the book; 2. The name of the author, with his honorary titles appended; 3. The name of the publisher, with the place of publication. *Each of these parts is followed by a period.*" (Italics ours.)

Illustrating these rules, this example is

given. "A History of Education. By F. V. N. Painter, A. M., Professor of Modern Languages and Literature in Roanoke College. New York: D. Appleton & Co." Now, very strange to say, when the student turns to the book mentioned he finds a grave discrepancy between the way in which the title is printed in the rhetoric and the form in which it occurs in the book itself. The example given fails to justify the rules. Surely the author of our text-book has allowed himself to be caught napping. This is the way in which, on examination, we find the title really printed:

INTERNATIONAL EDUCATION SERIES

A HISTORY

OF

EDUCATION

BY

F. V. N. PAINTER, A. M.

PROFESSOR OF MODERN LANGUAGES AND LITERATURE IN ROANOKE COLLEGE

NEW YORK

D. APPLETON AND COMPANY

1888

Nor is this book peculiar in the punctuation of its title. In fact custom as to title-pages has changed radically, and the rules of the grammars and rhetorics are no longer followed by prominent publishing houses of England and America. Of this changed custom and recent usage, as far as the writer's knowledge extends, no notice is taken by the text-books, with the exception of two. Of these one is a small manual belonging to the Chautauqua series, and the other is Clark's Rhetoric. The former is not at hand and hence cannot be quoted; it, however, gives rules in accordance with accepted custom. In regard to the change, Clark has this brief remark: "Recent usage, however, omits punctuation in title-pages."

The leading book publishers of Great Britain and the United States have adopted the new custom of omitting punctuation in title pages. An examination of books in the writer's library gives the following extended list of publishing houses which have made the change. In London, Robert Hardwicke; Rivington; Macmillan & Co.; Cambridge Press; Longman, Green and Company; J. & A. Churchill; and Sivan, Sonnenschein & Co. In New York we find E. P. Dutton & Co.; Harper & Brothers; Charles Scribner's Sons; Charles T. Dillingham; James Pott; A. S. Barnes & Co.; D. Appleton & Co.; Henry Holt & Co.; Thomas Whittaker; and Hunt & Eaton. In Boston, Lee & Shepard; James R. Osgood & Co., and their successors Houghton, Mifflin & Co.; Ginn & Company; D. G. Heath & Co.; and Prang Educational Company print according to the new style. At Hyde Park we note the Bay State Publishing Company. Philadelphia houses are J. H. Butler; E. H. Butler and Company; Reformed Church Publication House; and the celebrated type-founders' firm of MacKellar, Smiths & Jordan Company. In Chicago, John C. Buckbee, and in Cincinnati, Van Antwerp, Bragg & Co., follow the changed custom. Further examination of titles would doubtless largely increase the list. Evidently the custom of leading publishers is proved by the examination.

The earliest instance at hand of the new style occurs in Nave's Collector's Hand-book of Algae, published by Robert Hardwicke of London in 1869. The first American example noticed is the title of Faber's Hymns, by E. P. Dutton & Co., of New York, in 1876. The Harpers began printing titles in this way as early as 1879. Since then the publishers named above, have successively fallen into line. Occasionally in the case of volumes in a series begun before the change was adopted, the old method is followed by some of these houses. Once in a while the student will happen upon a title which seems to be in process of transformation, printed partly in one way and partly in the other. Recent elaborate publications of the United States Government, *e. g.*, Tenth Annual Report of the Geological Survey are printed according to the new style. The last volume of the Proceedings of the National Educational Association is printed in the same way.

Collating examples of titles according to present standard usage, we will get this rule for the punctuation of titles:

No punctuation should be employed in title pages of books or pamphlets excepting such as would be required by the words or phrases standing alone. Commas should be used only in case of a series as Houghton, Mifflin, & Co., and between the author's name and his title if on the same line as

GUSTAVUS HARTRIDGE, F. R. C. S.

If the titles or position of the author is given on a different line as

DR. THEODOR ZEIHEN
Professor in Jena

then no comma is used. Abbreviations, of course, as in the title above, (F. R. C. S.) must be followed by the period.

A recent English title affords an instance of a tendency to omit even the commas. At the bottom of the title-page of Dr. Ziehen's Introduction to Physiological Psychology we read

LONDON
SWAN SONNENSCHEIN & CO.
PATERNOSTER SQUARE
1892.

It will be noticed that commas inserted by other publishers in the series of the firm name, are here omitted after the words *Swan* and *Sonnenschein*. Whether this departure will become general, remains to be seen.

Curiosity is naturally aroused to know why this omission of punctuation from title-pages has occurred. I have two suggestions to offer. In the first place the omission of the points renders the page more pleasing to the eye, more artistic. Every intelligent printer knows that the spaces on both sides of the line in a title-page should be equal. If a line begins with a large capital and ends with a point, especially one of smaller size, as a comma or a period, the symmetry of the line is destroyed. If the student will compare a number of new-style titles with older ones he will doubtless acknowledge the superior beauty of the newer form. Again, the title of a book was formerly regarded as an abbreviated or elliptical sentence, and the points were inserted to indicate the supposed ellipses. But this supposition hardly admits of proof. Whatever titles were originally, now the title of a book is not a sentence. Taking the title as it is, there is no need of punctuation. Older grammarians were fond of "supplying" or "understanding" words in supposed elliptical sentences. The best and most recent authorities prefer to deal with sentences as they occur, without "supplying" or "understanding." So let us deal with the title-page. At any rate, whatever we may think as to what ought to be, let us in this, as in other cases in language, remember that it is the duty of the grammarian to act "not as arbiter or critic"—to use the words of Dr. Whitney—but simply as "the recorder and arranger of the usages of language."

Kutztown, Pa.

WHAT ONE GIRL DID.

THE girl was just twenty. She had been at school for the last ten years; had studied everything she wanted to, and several things she did not care for; had come with a trunkful of pretty gowns and half a dozen dainty hats and veils to spend the summer in a suburban town, far from her home, which was in the South.

It had always been enough for this girl to be alive and to be happy. Her sweet looks and her sweet ways had been so pleasing to her father and mother, her brothers and cousins, that she had never felt the need of trying to do them any good. When at school, the same sweet ways and sweet looks had made her popular, and it did not occur to her that she was to exert an influence on her companions.

It probably never does occur to a rose or a pansy that it has any duty in the matter of being fragrant and attractive. It simply lives its life.

In the summer home, however, Girlie, as her father liked to call her, found that everybody was on the *qui vive* to help everybody else. Her aunt and her girl cousins all had their work among the poor, as they read to sick people, or taught in Sunday-school. Two cousins were very much interested in a working-girls' club, a hundred girls gathered from a factory in the hottest part of town. The club met evenings, and the young ladies of the place, dressed in the severest possible gowns of calico in summer, of serge in winter, with white aprons and caps like maids, took turns in entertaining their young friends.

"It's surprising," said one cousin to Girlie, "that we can make no impression on those poor things, no matter how we try. They wear the same tawdry imitation lace and paste jewelry, they have trailing dresses in the street, and their hats are covered with cheap flowers. Our example does not count."

Girlie only laughed. Then she said, with her soft Southern drawl: "They don't care for your caps and your aprons. It's all a sham, don't you see? It doesn't impress them, because it isn't sincere."

It happened one evening that the programme for an entertainment was incomplete. Girlie was asked to take a part, to play a piano solo, or give a recitation. It

ended in her doing both. She went in her pretty white wool gown, with pale lilac bows here and there, her dress so rich, so maidenly, so becoming, that she was bewitching in it. The girls clapped their hands and applauded her with enthusiasm. They crowded around her, and begged her to come and teach one of their classes on Sunday.

Girlie was persuaded. She said she knew so little herself that she would have to study very hard. When Sunday came she dressed in her pretty, dainty, tailor-made gown, her simple sailor hat, her gray gloves. From head to feet she was like an exquisite flower, but not a puff nor frill nor ruffle was superfluous, nor could one have been spared.

The girls listened to her and looked at her. In six months you would not have known them for the same set; their taste was quieter, their gowns were simpler, more refined, less pretentious; their hats lost the load of flowers and feathers. Girlie was imitated in her speech, her manners, her exterior; she was a good example.—*Harper's Bazar.*

THE PROFESSOR'S AWAKENING.

BY THE AUTHOR OF "PRESTON PAPERS."

"HEV some more cream for your strawberries, Perfessor?" and Miss Olivia, or 'Livy as she called herself, passed the pitcher toward Professor Briggs, who took it mechanically and poured it over his bread instead of upon the luscious strawberries that nestled in sugar in his saucer. Aghast at his absent-minded appearance, Miss Olivia watched him a few minutes, and then began to rattle her question box.

"You ain't sick, be you, Perfessor?"

"No, thank you, I am very well."

"Homesick?"

"No. I have no home, you know."

"You ain't — — — you ain't — — —" Miss Olivia became confused, for just then the Professor looked up, saw her embarrassment, and laughed, yes, actually laughed! Dignified and grave always, rarely smiling, he at twenty-three gave one the impression of being at least thirty. He knew what she wanted to ask, and it amused him. Usually such a question would have annoyed him, but this morning Professor Briggs was more nearly "tender" in his thoughts than he had been since entering college five years before.

At this time he had not had the remotest idea of ever teaching, a business for which he felt just the slightest tinge of contempt, so far as men were concerned. Coming from a family of scholars, wealthy, aristocratic, college-bred men for generations, he had planned to take a university course and then study law—more that he might look after the interests of his own property than with any intent to do anything for others. But Providence interfered, and just after receiving his diploma, he was orphaned and impoverished at one stroke. The ancestral millions had been trusted for years to the handling of an agent, who had proved unequal to the task set his conscience, and he had "operated" with his employer's money in a way that lost it all. Mr. Briggs, Senior, heard the news and died within a week. Stephen, "Professor," heard it and lived. He wondered what he *should* do, when everything was settled, and he no longer had a home, when even the furniture in his room, the books in his father's library, were under the auctioneer's hammer—for everything had to be sold to "square up" with petty creditors.

Fortunately, he told himself, he was the only child, and now he was glad that his sainted mother had not lived to be harrowed by these experiences, perhaps to meet real, physical suffering. At the time of her death he had been very rebellious about it, but now he was entirely reconciled, glad, indeed, that she had been spared this misery. He had only himself to look after, and could of course do that—but how? He knew nothing about manual labor, but supposed he might obtain a clerkship. Just then he received a letter from his college "chum" asking if he would accept the principal's place in their village school, at a salary of $1,000. Would he? It seemed too good to be true, that he did not have to "herd" with clerks, bookkeepers, stenographers, and others for whom he had felt almost aversion.

But—he had no innate love for children, no professional training for the work; and although he had been in Penfield nearly a year, he had made but few friends. Naturally exclusive he had come there sad—and although always polite he was not genial. It was the kind of courtesy that freezes and repels. His landlady

was good, very—that he had admitted a dozen times, to himself; and when in the winter he was attacked by grip, no mother could have been kinder nor more attentive to his wants. But her grammar was defective, and he instinctively parsed her sentences mentally while she spoke.

Her table was neat, as was her entire house; the food was delicious, abundant, and well served—but she outraged his æsthetic sense in the matter of tidies, for which she had an overwhelming passion. She displayed them everywhere, of every conceivable hue, shape, and color, but most prodigally in his room.

And Miss Olivia was enough of a hero-worshiper to walk in his shadow. True, she felt a something lacking in his life, but even to herself she wouldn't confess that he was too highly polished for common, every-day use among common, every-day people. It troubled her more that he didn't appreciate his opportunities to do good among the children. His predecessor had been a work-a-day man, with limited education—so far as books go—but with a deep love for children and for his work that amounted almost to inspiration.

But—the Board of Education, being on the minus side of classic scholarship individually, had decided that their school must be taught by a "Professor;" so the year previous honest, benevolent, loving John MacDonald had been asked to resign, and this college-bred "machine" had been put in his place—for the Professor did his work mechanically; so many hours, so many classes. Monday, Tuesday, Wednesday, Thursday, Friday, one week was typical of all, one day of every other,

But

"There's a Divinity that shapes our ends,
Rough-hew them how we will,"

and when a month ago he had been asked to deliver an address of welcome to a teachers' association that would convene in Penfield, he had felt a little stir of his pulse, a little quickening of activity in the cardiac region, and he had said "yes," with something approaching enthusiasm, and he went right to work on its preparation.

It *was* scholarly; it was classic enough to suit even his Board of Education; and the members, occupying conspicuous places on the platform, looked as grave as the solemn occasion demanded, nodping their approval of quotations given in an unknown language, from authors of whom they never heard; and it was polished—*but* it was cold, hard, and stony. *It didn't stir enthusiasm*, and he felt the chill that sensitive natures always do when before an audience and the wrong chord has been touched, no sympathy aroused.

Next on the program was a young lady —she didn't seem twenty, but was alive to her finger-tips with her subject, which she had delivered very unconventionally, making three points—"why, what, and how do you teach?" Her enthusiasm was infectious, and even Professor Briggs caught himself listening to what he at first supposed would be a sort of "school-girl's essay"—he having a sort of contempt for feminine accomplishments in the realm of thought; but when he heard "Why are you teaching?" he listened. He felt almost impelled then and there to get up and reply—that it wasn't his fault, he "didn't mean to," or excuse himself in some way, when after a slight pause she had said: "If it is because you love your work, I bid you God speed! in what seems to me the highest, holiest occupation of earth. But if you use the school-room merely as a means of support, let me beg of you to saw wood, dig potatoes, wash dishes, *anything* honest, rather than to recklessly or indifferently deal with the immortal minds whose destinies you are at least helping to shape."

Why! that thought startled him! He having anything to do with the *eternal* welfare of the two hundred and fifty children that went in and out before him!! The thought was a revelation, and he began to look at his work in a new light. But "What are you teaching?" came next. "Are you confining yourself to the curriculum? This may not be. Remember the parable of the talents, and that in proportion to your opportunities and advantages, results will be required."

The professor began to get nervous. Miss Newton was not looking at him, for he was behind her; but he felt morally certain she meant him; he thought that at first; but now he was convinced of it; as she went on with her plain English, brief sentences, and simple, unconventional manner.

Finally came the "How are you teaching? For time or eternity? Are you leaving such an imprint upon these young hearts as you'll be glad to recognize in

the hereafter? Is your influence leading upward and onward? Or *are* you doing your work mechanically indifferent, with no thought of anything beyond to-day?"

Now he was sure that some one had told her how he got into the "dreadful drudgery," and she was just analyzing his methods, his matter and manner of working, and he could scarcely restrain himself. It wasn't fair to take such an advantage anyway, and portray him in that way to the audience—for he knew by the intent way in which they listened that they all recognized the original of the picture she was holding up to view—and unable to bear it any longer, he stole down from the platform and out of the house to his room at Miss Olivia's, where he sat thinking over the past few months, until long after he heard her come home, and with Ann, her one domestic, go around closing blinds, locking doors and making ready for the night.

Then he went to bed—but not to sleep. These questions haunted him, and were still haunting him when at the table the next morning Miss Olivia had questioned him as above stated. Could he do anything with that mischievous Dannie Ryan? Would he be held responsible if he didn't develop more humility and modesty in Belle Saunders? Must he "give an account" because Mamie Reed seemed to have grown stubborn or obtuse under his handling? Was it any of his business that Patsy Davis got behind in his lessons, because his invalid mother needed his help at home? Was he under any real or supposed obligation to find out just what was lacking in home training, home culture, and opportunities, and, so far as in him lay, supply the deficiencies; arouse latent powers; quicken dull consciences; train "florid" tastes; cultivate cardinal virtues; correct wrong habits of body and distorted ideas of right and wrong; plant newer, better thoughts where vicious ones were growing or liable to; teach them *how to be men and women* as well as students; citizenship as well as algebra; should manners have as much place as mythology; ethics come in with astronomy? Was there any reason, why, as a teacher, he had responsibilities that he would have escaped as a lawyer, clerk, student—or in almost any avocation? Did the profession demand the noblest and best men and women?

These and other questions were discussed with so much newly found interest on his part, and such homely, homespun, common-sense logic on the part of Miss Olivia, that Ann finally resorted to the ruse of going to the front door and giving the bell a most violent ring, to get them away from the breakfast table; and as she left them still talking it over, so will we—glad that the "Professor" has been awakened, by no matter what means.—*Preston Papers.*

THE RURAL SCHOOL.

At least three-fourths of our people get their early training in our rural schools. Hence the following important suggestions, made in a late address by Hon. Henry Saben, of Iowa, come to be of special significance. He says:

"The teacher in the rural school may not do the same work that is done in the graded school, but she can do work equally as good; she can do it in the same spirit, she can avail herself of the love of nature, which is inborn in the child, of that self-activity of mind which is the motive power of education.

"There is a wide-spread idea that the country school is inferior; if it is, it is not a matter of necessity. It ought not to be so any longer. It is not so in many parts of the country. Let the teachers in our rural schools avail themselves of all the means at their disposal, throw their life into their work, and the country schools can do for Iowa that which the city schools may not even hope to accomplish.

"We must first know the end which we hope to reach, the aim which we may rightfully have in mind, and then fix upon the method to be adopted. But when we exalt "the method" above the end, failure is inevitable. Education consists of two things, obtaining knowledge and using knowledge. We must in our schools have less to do with percentages and so-called results, and more with capacity, power to acquire, ability to retain, and skill to use.

"Any system which makes the promotion of children from grade to grade during the first four or five years of school life depends upon a certain per cent., as determined by written examinations, is faulty in its construction and injurious in its results. It is not only that the flushed cheeks, the excited eye, and the trembling nerve, tell that the brain is being forced to do unwonted work, but the

wrong aim held up before the child is a far greater evil. An honest effort on the part of the child is always to be commended, even though it appears to result in failure. Praise should be proportioned in accordance with the effort put forth, rather than with the success achieved."—*American Journal of Commerce.*

CULTIVATE SELF-CONTROL.

BY S. B. TAYLOR.

A SCHEME of discipline that shall result in producing self-control among pupils must embrace in its scope lessons designed to cultivate an appreciation of the position the pupil occupies as a human being; to cultivate his knowledge of duty to his fellow human; and to cultivate his right judgment, to decide promptly as alternate courses of action may present themselves.

In addition to this the scheme of discipline referred to ought to embrace opportunities to exercise self-control, and opportunities to do missionary work with others. Self-control is a something that can be taught just as arithmetic and drawing are. But there must be planning and persistence. The best results will follow where a teacher by systematic talks and questioning proceeds daily (the opening or the closing half-hour is good for the purpose) to lead the children to think much about their proud position in nature —being above the brutes, their duties to one another, and their conduct in emergencies calling for prompt action.

In these talks it is well—necessary in fact—never to be personal. A story of wrong conduct, of weakness of any kind, or of degrading traits of character, though founded upon observations made in his own dominion, would better be referred to by the teacher as something he had heard or read of. An impersonal reproof is administered by that friendly monitor, the conscience; the teacher ought always to invoke his aid. In case a teacher is not free to appropriate a quarter of an hour to his lesson in character, but belongs to a system working by a programme prepared by a higher power with no time "to waste" in such endeavors, he must do the same work incidentally. There come moments of inattention, of disorder, of leisure won by faithful work. Use these for the purpose indicated.

The habits of animals are a very fruitful mine of subject matter for these lessons. Some one has said: "The more I get acquainted with men, the higher respect I have for dogs."

This epigrammatic expression of disappointment in mankind finds an echo in every breast in which the least sense of morality has developed, and this includes every child at school, raised in a civilized community. The tidiness of the cat, the greediness of the hog, the faithfulness of the dog, the patience of the spider, have served in the past to lead men out of the depths of despondency into the heights of clearer view, and firmer resolve; why not utilize them, together with the frugal ant, the generous bee, the ruthless wolf, and the frolicsome lamb, to teach our children how to live?

The instruction of young children in life's duties will better be done not by lecturing them, or drilling them in moral precepts, but by appeals to the imaginative powers. Tell a number of children a story of a boy who raised a garden, tell of his work early and late, tell of his hope to sell the vegetables and pay a debt his mother owed. While they listen each one will, in imagination, put himself in the place of that boy. Tell them now of other boys who came and broke through and stole the vegetables; they will sympathize with the toiler, because they feel the loss themselves. Out of it will grow resolves that will become generic in their natures. So choose and so conduct lessons in duty as to cause children in imagination to be aggrieved parties, and the work will bear rich fruit in self-control.

To teach right judgment in emergencies, the device of unfinished stories is best. Lead the narrative on to the point where two or more courses of action are open for the adoption of the actor in the story.

Tell the children, for instance, of a poor boy on his way to school finding a pocket-book with a dollar in it. Every one hearing it will in imagination find that dollar. Here break off the narrative, and let them volunteer to tell what he did with it. Each one will tell what *he* would do. Question upon the right or wrong in this or that course of action suggested. Express no opinion yourself (that would be precept teaching, and not lead to self-control), but let the individual or class decide.

There is a difficulty every teacher will meet right here, which it is well to mention. It is this: Chlldren will be very apt, when questioned, to remember some moral precept they have heard repeated, and answer by its formula rather than from nature's promptings, thinking thereby to gain the teacher's approval. An expert teacher can tell such an answer by its tone, just as one knows a professional beggar, but a novice would often be deceived. To make the lessons effective, the teacher should so conduct them as to bring into view the *real* motives of the children. It remains yet to discuss what I meant by opportunities for doing missionary work. A missionary is one sent to instruct the ignorant or lawless. If a boy has learned of himself and by himself any right mode of action through his own observations made, even though he has been led by the teacher into making them, he becomes at once a factor beneficial to his teacher if opportunities are given him.

Suppose a piece of crayon has been thrown, or some like breach of decorum has been committed during school hours. A teacher with tact would not stop his work to investigate the offense and punish the offender, but would wait till books are packed at the close of school, and all ready to start. Then he would ask the offender to step forth, and wait a reasonable time for him to confess before dismissing the class. The guilty one might refuse once, and go forth a liar among his comrades, but he would hardly do so a second time in a teacher's school where such opportunities are studiously given for public opinion—*esprit de corps*—to assert itself. The aid of public opinion in a school is all-powerful to preserve order, just as it is in a community of any kind. No one dares public opinion in the state: neither will a pupil dare it in a school if the teacher invokes its aid. How can its aid be invoked? By just the manner of dealing with offences that is outlined above, and by making all police regulations of the school conform to the consent of the governed. It is no stupendous task to have every new regulation one proposes discussed, amended, and adopted by the school before being enforced.

A teacher, for instance, allowed the boys to throw balls back and forth in the yard. Everything went on very well for a few days, but after awhile accidents happened; one ball went through a window; another hit a boy in the eye, who was not playing; another flew into a neighbor's back yard and knocked something over.. The teacher saw that ball playing there was too dangerous. But he did not act czar about it; he discussed the matter pro and con, and suspended it by a vote of the boys; he appealed to a self-governing community; he did not have to remain in the yard to see it enforced; the boys attended to that for him. Opportunities for exercising self-control must be given to the pupils. Else how could they develop?

Let them elect captains to form the lines, and direct the march in and out. Do not spy for offenders, nor allow yourself to be watching for offences against police regulations.—*N. Y. School Journal.*

A BOY'S PRESENCE OF MIND.

THE young heroes of fiction sometimes stray into real life, and then they "get into the newspapers." Or is it that the hero of real life is seized upon and used, for his own purposes, by the story writer? However that may be, a little boy of nine years showed great presence of mind the other day at or near Kingston, New York, and became conscious that he had done the very thing that the boy in the story so often does. Here is an incident:

"The south-bound Hudson River day express on the West Shore Railroad consisted of P. W. Clement's private car Riva, in which were Mr. Clement and family; a drawing-room and three passenger coaches, and an express and baggage car. A few minutes after leaving the Union Station here at 11.55 o'clock, and when about to enter a rock passageway known as Fitch's Cut, situated a short distance north of the high bridge that spans the Rondout Creek, engine driver Huston saw a small boy standing on the track waving a red handkerchief. The engineer applied the air-brake, and the train was stopped in a jiffy.

"A few rods from the entrance of the cut the track was blockaded with rocks, which the boy said had been dislodged a few minutes previous. The passengers crowded around the lad. He said his name was Norman Smith, and that he was the nine-year-old son of William Smith, of Wilbur. A purse was made up

and presented to him. He refused to accept the money, and as the train moved off somebody put the purse in the boy's pocket. He is wealthier now than any other juvenile in Wilbur."

Little Norman Smith showed by his action after the deed that he possessed other qualities which are fully as praiseworthy as courage, and which can be displayed by everybody every day—namely, modesty and self-respect. — *Harpers' Young People.*

THE AIR OF SCHOOL ROOMS.

PRACTICAL METHOD OF PURIFYING THE AIR.

THE matter of supplying pure air for respiration in school rooms is deservedly receiving much attention. The conditions presented are these. During six hours out of twenty-four the pupil spends his time in an apartment with thirty or forty others, and the remaining eighteen at home, in comfortably heated and pleasantly carpeted rooms, with only one or two additional occupants. Atmospheric air contains, in a bulk of twenty-five hundred gallons, one gallon of carbonic acid. By respiration this proportion of carbonic acid is greatly increased. In nature the equilibrium is restored by vegetable growth. Vegetation breathing through the infinite number of pores on its leaf surfaces, inhales air, and, decomposing the carbonic acid, retains, to form its woody fibre, the carbon, and returns the oxygen to the atmosphere. In a room containing a large number of persons the quantity of carbonic acid is rapidly increased, with no neutralizing element at work to consume the gas and replenish the supply of oxygen; as a result the quantity of oxygen inhaled with each inflation of the lungs is gradually decreased, and the number of respirations involuntarily increased to supply the combustion necessary to maintain the temperature of the body at the normal point.

The evil effects from this increased muscular action arise mainly from two causes. In the first place the residue of the combustion in one person is more frequently introduced into the lungs of another. This residue contains, among other things, many microscopic particles of waste or broken-down tissue containing disease germs. Much of this refuse matter, it is true, is caught on the mucous lining of the bronchial tubes, but still a large quantity, escaping adhesion and its subsequent dislodgment in the form of sputa, is thrown off into the atmosphere with the vapor. This can best be illustrated by likening it to smoke escaping through a chimney. Much of the surplus carbon is condensed and deposited on the sides of the flue, but still a larger portion passes from the top of the chimney with the current. From this it is evident, that in even slightly contagious diseases, the danger of infection must be increased in proportion to the number of persons in the room.

The second evil effect arises from the fact that the increased muscular activity noted, must be supported by an increased combustion which draws its supply from less rich fuel. Consequently we have here a condition which involves a constantly increasing use of vital force drawn from a source rapidly losing its productive power. The hectic flush and dull lassitude of movement tell of weariness, and through the glassy eyes can be seen the fires of life burning lower and more fitfully, till, if there be no relief afforded, there must be the inevitable result—complete extinction. To avoid so fatal a termination, provision is made for the admission of outside air, but with this remedy there are brought into the situation other potent factors, leading to complications that require new remedies to counteract new influences which have an important bearing on the health and comfort of the pupils.

If happily the school building is situated in the open country, the disturbing causes in the satisfactory solution of the difficulties in the situation are mainly thermometric and barometric changes. In the cities a third distressing fact is encountered. The air admitted to replace the ventilated air of the room is already polluted with the breath of the thousands of men and animals confined within its limits, and impregnated with the smoke and sulphurous gases of its hundreds of industries, and poisoned with the gases arising from the decomposing filth of the streets.

The problem as it now presents itself seems to assume this form: What method or methods can we pursue, or what elements can we introduce, into the situation that will, without disturbing the mean

temperature, remove from the humid atmosphere of the school room the superabundant moisture, and at the same time neutralize or absorb the deleterious and poisonous gases and destroy disease germs without incurring an impossible expense? With the solution of this problem come happier school days, more vigorous boys and girls, brighter intellects, and the possibility of greater achievements.

Complexities are but the entanglement of simples, and by simples often easiest unraveled. *Similia similibus curantur.* Drs. Liborious, Kitasato, Pfuhl,* Boer and Behring of Germany, and Drs. Richard and Chantemesse† of Paris, and Mr. Wynter Blyth‡ of England, have recently added much to the general stock of knowledge relative to the physical and chemical properties of one of the most abundant and very useful elements in nature. We refer to lime. These scientists have devoted much time to these investigations and have made many valuable experiments with this agent, with the object of bringing about its more general use in the promotion of human health and comfort. In the different lines much good has already been accomplished, and it is possible that we may be able to solve the problem stated by calling into service this agent, through whose mediation so much has already been accomplished in sanitation.

Of lime, chemically, we know that it is oxide of calcium, a strong alkali possessed of a very great affinity for both carbonic acid and water, absorbing these elements in large quantities and forming the hydro-carbonate of lime. Its affinity for water is so great that if it does not have direct access to it, it absorbs the moisture from the atmosphere around it in its effort at hydration. It is odorless, not poisonous, and in its native form of limestone, wonderfully abundant and widely distributed. Let us place a portion of lime, say five pounds, in each of two shallow pans with wire-cloth covers, on the floor of a school room containing thirty pupils, and note what takes place. For the purpose of this experiment it is necessary that freshly burned lime be used, for the reason that if the lime has been exposed to the air for a time after calcination and prior to its use, it will have absorbed a greater or a less amount of both carbonic acid and moisture from the atmosphere, and thus, through uncertainty, the value of the experiment will be nil.

Immediately upon the exposure of the lime to the atmosphere in the room, it absorbs a portion of the carbonic acid and moisture from the air in actual contact with it. This results in a change of the specific gravity of that portion of the air, and causes it to be displaced by the surrounding portions, causing a constant current to pass over the lime, bringing all the air in the room into contact with the lime again and again. As the lime changes from the oxide to the carbonate it surrenders to the atmosphere a portion of its oxygen in return for the carbonic acid. The moisture, carrying with it microscopic forms, upon being absorbed in the process of hydration, deposits on the surface of the lime all accompanying germs, where their destruction is speedily accomplished by the powerful alkali on which they rest. As the carbonic acid and water are supplied only in comparatively limited quantities, a considerable length of time elapses before the lime has acquired from this source the large quantities necessary to form the hydro-carbonate, or until the action of the lime has become so feeble as to cease to be of practical benefit. Under ordinary climatic conditions about two weeks will elapse before either of these events takes place. While the lime is taking up the two gases mentioned it is also absorbing other noxious gases, though in smaller proportions. At the end of two weeks the contents of the pans would seem to have the capacity for further usefulness, but in reality such is not the case. The resulting air-slaked lime should then be emptied into an appropriate vessel in a dry place, to be used as a deodorizer outdoors as needed around country school houses, or in outhouses, and in the city to be sold at the end of the season for such purposes as air-slaked is ordinarily applied to. The plan here outlined, and the method pursued, are in conformity with simple laws of chemistry, and offer a solution of the problem at once practical, either from the standpoint of efficacy or economy. It is hardly necessary to add that what has been said of schools applies with equal force to theatres and churches.—*Willis W. Frantz, Waynesboro, Pa.*

*Zeitschrift für Hygiene, Vol. ii., No. 1, Vol. iii., No. 3, Vol. vi. entire, Vol. vii., No. 3.

†Archives de Médecine et de Pharmacie Militaires, Vol. iv., No. 8.

‡Address before the Royal Society.

LIKE A DREAM.

THE WHITE CITY PORTRAYED IN VIVID COLORS.

THE following panegyric of the White City (a private letter to an artist friend) is from the pen of Mr. Frederick F. Cook, for the past twelve years a resident of New York. It is an impressionist picture, poetically conceived, rich in color, and portrayed in vivid strokes:

It is all so like a dream! At the first glimpse of the City Beautiful my heart gave a bound, unbidden tears filled my eyes, and I felt as one translated into an ideal world. Since then I have looked upon the scene a score of times, yet the splendor of the vision is in no wise dimmed, but rises anew in majesty and beauty with every added impression. As you know, the patriot is not easily stirred in me. Yet the thought that this marvel was wrought in America by Americans sets me all aflame. What a future for a people that could work this wonder—make an epoch in art while still in swaddling clothes and possessed by the spirit of materiality! How did it all come about?

Reconstruct Athens as Pericles saw it! Restore the Rome of the Caesars! Renew the Carthage of Dido! Yet Chicago, the Chicago of 1893, whose material vauntings and untamed aspirations are the butt even of its own wits, presents a spectacle that outsplendors them all. Day after day I approach this miracle with increasing awe. No sooner does any part of the scene break upon me than I stand rooted. By an effort I go forward, but in a moment am again transfixed. And so I loiter and linger, drinking draft upon draft of this new-world wine, this nectar distilled from the spirit of all-time Art, until the joy rises into complete intoxication.

Three weeks are gone, and, except the treasures of the Art Building, I have seen little of what these palaces contain. How could it be otherwise? Should one spend time over drops when there is the boundless ocean to envision? These countless domes and minarets, these miles of arcades and colonnades, these myriad groups of heroic modeling, this wondrous color scheme, and, above all, the sense of Cyclopean proportions and the spirit of creative energy that informs the whole, so expand and uplift the soul, that to put a roof over one's head and deliberately shut out this surpassing spectacle, even to inspect the most costly fabrics, the rarest jewels, or the latest marvel in mechanism, seems like a profanation of things divine. Within these temples is nothing that will not be reproduced or bettered. But what is embodied in structure—when shall man look upon its like again? How it all uplifts and inspires! In the artist is awakened a deeper feeling for the beautiful in line and form; the poet is borne to heights where a new joy gives wings to his muse; to the lips of the singer there rises spontaneously a song of thanksgiving and praise; the patriot has opened to him broader and farther vistas of the meaning of art as an influence upon national life; while none is so indifferent to the sense of beauty as not to feel the richer for what he takes away.

What a thought, that all this is but the vision of an hour! It was born in a night, it will vanish in a day! Truly, these airy palaces have wings. Even now they seem to poise as if for flight. The gracious spirit of Art transplanted them from the realm of the ideal to tell for a short time to this utilitarian people their wonderful story of beauty—to instruct a nation devoted to Mammon in the immortal possessions of the mind. It is as if the Spirit of Art would say: "Americans, I show you these things, not because you are worthy of them, but that you may become worthy. A little while, and I shall return them where they belong, to the sphere that is to you as yet shadow-land or no-land, but which to the eye of art is the land eternal. That you might see, O, Americans, boasted freemen, how enslaved ye are to dross, I inspired a few among you, who were prepared, to see visions and dream dreams, and they were enabled by rare fortune to show you their thoughts, fashioned of cloud-mist and the foam of the sea. O, Americans, take this vision into your hearts, let it kindle your imaginations, and keep before your minds that your quarries are rich in the enduring substance which this evanescence prefigures."

Man's temples typify his concepts. I cherish the thought that America stands on the threshold of a great awakening. The impulse which this Phantom City will give to American culture can not be overestimated. The fact that such a wonder could arise in our midst is proof that the spirit is with us. For years we chained

our inspiration to the driving-wheels of commerce. All at once it was enlisted in the service of beauty. With what exultation it hailed this deliverance we all know. How ready the hands! What brains teemed with wondrous designs! What creations uprose to our pride and glory! Athens had her Phidias to plan, but also her Pericles to realize the artist's conception in structure. It was tribute money that built the Parthenon. What of the tribute held by our millionaires? Use alone ennobles wealth. Here are sermons in "staff." Who will transmute them into everlasting sermons in stone? What a possibility! What an opportunity! I tremble with the hope of it. Even to dream of it adds something to the fairness of the morning.

The first time I stood in the "Court of Honor," surrounded by a splendor that shadows the most exuberant fancy, a superb band in one of the pavilions that grace this matchless rectangle, gave selections from Wagner's immortal "Tetralogy." You, who know what this music is to me, can imagine the effect midst such surroundings. My heart had been overfull with seeing. Now another sense was ravished. Surely, I stood in the court of Valhalla, and these palaces were the work of the giants whose reward was the fatal gold of the Rhine. And when the band broke into the exultant and irresistible Ride of the Valkyries, every heroic figure on pedestal, pier, and parapet, and all the stalwart oar-maidems whom MacMonnies has charmed to service on his proud fountain ship, mounted steed to ride the whirlwind, and not until the doom-motif in the Goetterdamerung recalled me to earth—for I had ridden with the maddest of this mad company—was it that I saw them returned to their accustomed places to await their relegation to the land of dreams and shadows.

All beauty is feminine. It is, therefore, a law unto itself. This Wonder City, robed in creamiest of stuffs, with coronet of gold, is as capricious and changeful as any woman conscious of her charms. She is most brilliant in the sun-bath of the early morning, when the sheen on the waters that lave her feet throws into relief each grace of form, and regilds the crown upon her stately brow. She is dazzling now, and it is in this revelation of sensuous line and brilliance of complexion that the ardent newcomer falls most readily a victim to her charms.

Later the visitor sings the praises of this enchantress in the chiaro-oscuro of a grand illumination, when her ravishing proportions are glimpsed by flash of searchlight, or visioned through the variegated spray of illuminated fountains, or traced in the glow of countless bulb-lights that traverse, encircle and crown every height, fringe miles of cornice, follow the lines of bridges and colonnades, encompass the great basins as with zones of stars, while numberless rockets bursting in many-colored splendor fill the upper air, and the whole is reflected and repeated in the mirror of many waters.

However, no created thing is so perfect that its charms are not enhanced when seen through the veil of illusion. And so it is that the older lovers of this regnant beauty come to prefer her twilight mood, when all lines flow to gracious harmony, and the element of mystery conjures to poetic fancies. Now is the time to paint into the picture whatever of beauty your imagination may yield. Now the muse of history comes most readily to your aid, and while Ariel lends his wings to visit lands of modern romance or classic story, you in fancy reconstruct the world's vanished splendors out of the visions that rise before you.

It was at the moment when the grateful tones of the Angelus, chimed from one of the towers that overlook the court, brought every whirring wheel to a standstill, and spread over all the Fair-side a spirit of peace and benediction—that our little company of kindred dreamers (you alone being absent, and how we missed you!) entered a gondola. Seldom have I seen a more glorious sunset. First brilliant reds. Then exquisitely intermingled blue and rose-tints, with a dash of green. Finally a rare gold filled all the atmosphere. Meantime, we were gliding noiselessly over the waters of the island-studded lagoon. Suddenly a splendor of domes and colonnades burst into view, and never shall we forget the effect under the golden glory of the dying day. You have seen Turner's "Carthage" in the London National Gallery, and beside it the superb architectonic Claude to challenge comparison. Now the columned splendor which Turner and Claude with inspired imaginations expressed on their glowing canvases was here more than realized. In a light rivaling that of these tone-masters for richness, depth, and mellowness, terrace rose upon terrace, palace

succeeded palace in almost endless vistas, and when the measured stroke of our gondoliers brought us to the angle whence there is an unobstructed view of the architectural setting of both the great and little basins, as well as the lagoon, the vision reached its climax, and from one and all broke a cry of admiration.

If I am to reproduce this picture for you at all, it must be as an impressionist. On a canvas so vast details are commonplace. There is a nobility of mien, a grace of line and harmony of form, and withal such subtle regard for values about the whole, that one loses all feeling of separateness, of parts, making it nearly impossible to discrete the work of one master from another without recourse to formal discrimination, and to do this in the accepted nomenclature is to vulgarize the composition. What, call yonder inspiration, unrivaled amongst the palaces of kings, Agricultural Hall! I refuse to do it. And its vis-a-vis is the Manufactures Building, is it? Perish the thought! Verily, these Jovian cloud-temples are the abodes of gods and goddesses, parts of a vast Olympian Loan Collection, and as such may be described only in Homeric rhapsody.

Slowly, as the golden twilight melted into the mystic sheen of moonlight, our gondola turned once more into the lagoon, and, with the north star for guidance, passed into the realm of enchanted isles, whose groves and dells twinkled with myriad fire-flies. Here fairies abide, and elves and fawns. From this gondola, and anon from another, or some swiftly gliding launch, snatches of song came to us over the waters, accompanied by a tinkling of guitar or mandolin, for it does not take long to catch the spirit of Venice in this setting. Leaving behind the stately and classic, the middle ages, and then the modern world came into view. Here one discerned a bit of medieval Germany. Beyond, another discovered suggestions of Constantinople and Cairo. A third caught a glimpse of Stockholm, the Venice of the North, while others revealed a Moorish scene, or introduced us to bits of Tokio and Pekin.

Passing thus picture after picture, each in its appropriate setting, we came to where the lagoon widens from a narrow strait into a broad expanse of rippling waters, and, before us, in a flood of moonlight, stood the matchless Art Temple. There are those who regret that this noble design is not a part of the southern group of palaces. I do not share this feeling. It would be distinctly misplaced there, while, where it is, it dominates by reason of its noble proportions; and, amidst a Babel of architectural tongues, speaks the one language that is universal, the immortal language of art, in tones so eloquent, with mien so majestic, with pose so dignified and reserved, that one and all feel its potent yet gracious influence, and stand uncovered in its presence. Amidst the glories of the Court of Honor, one is stirred as with a passionate eloquence. Here, in this classic calm, one instinctively bows as for a benediction. And now, good night.—*Chicago Tribune.*

ROUTES OF TRAVEL.

EVERY child who studies geography should know the routes of travel (1) in his own state, (2) in the United States, (3) in North America, (4) from North America to other countries.

1. So long as a child knows only the geography of his own state, he may only be expected to know the route or routes passing through or near the place in which he lives, and the great routes or trunk lines passing through the state in which he lives.

2. Besides knowing the name of the railroad in or near his home, he should know its name, viz., the abbreviations, as A. C. L., and the words which these represent; he should also know the termini of the road, the principal places on the road to the east or the west, the north or south, as the case may be.

3. The children studying the United States should know the names and routes of the great trunk lines, the termini of these lines, the large cities located on them. They should also know the great seaports of the United States, and the routes of travel, as from New York city or Baltimore to San Francisco.

4. They should know, too, the leading canals, as the Erie, the Welland, the Illinois, and the termini of these.

5. The pupils studying North America should know the great seaports, the connection between these by railroad, the great ports of the world to which vessels sail, and the great continental lines of railroad that bind the Atlantic to the Pacific.

NOTE.—There are many schools of pu-

pils of even advanced age who are almost ignorant of the ways and means of going about in their own country. Whether such studies are laid out in the geographies or not, every teacher should provide maps of routes of travel and give lessons suitable to the grade of school she teaches. This means familiarity with the subject.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, SEPTEMBER, 1893.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

N. C. SCHAEFFER. - - - - J. P. McCASKEY.

LET us take what good we can out of life, and on all lines. We spent thirty very profitable days in Philadelphia at the Centennial Exposition in 1876, and have just returned from a four weeks trip to the far greater Columbian Exposition at Chicago. Day and night upon the grounds, with unfailing interest and enjoyment that had in it a constant sense of gratitude. Water and sky, architecture, sculpture and painting, electricity, music, the ends of the earth brought together in its peoples, its industries, its inventions by which all things have, in varying degree, been put under the foot of man. There is but this to be said: "Go and see. You will not look upon its like again. No one can describe it to you or for you." Were it not that the work of the school room must be taken up with September 1st we should return at once to Chicago, and remain there until the gates of the White City are finally closed. That is our endorsement of The Fair. We cannot make it stronger. It was our purpose to write more at length, but finding an article by Mr. Cook, written *con amore* and better than anything we can write, we transfer it elsewhere to our columns, endorsing its every line and word.

IT is with great pleasure we note the fact that Rev. Dr. J. Max Hark, the active head of the Pennsylvania Chautauqua at Mount Gretna, and a gentleman not unknown to the readers of *The Journal*, has accepted the principalship of the Moravian Seminary for young ladies at Bethlehem, Pa. He will enter upon his new field of duty with the opening of the school in September, but will still retain his connection as chancellor with the Chautauqua work at Mount Gretna. Dr. Hark has for a number of years been pastor of the Moravian church in Lancaster, with his hand upon every kind of good work in our midst. He is a close student, a faithful pastor, an earnest and able preacher of the Word, and in becoming a teacher he but enters upon another field of usefulness for which he is in every way admirably equipped. We are happy to add also that Mrs. Hark is just such a strong, fine, helpful Christian mother as every seminary for boys or girls needs in the wife of its principal.

"DON'T, boy, *don't!* Take your papers away. This is not the world any more; this is Heaven!" We sat in the twilight with two friends by the grand basin in the glorious Court of Honor alight with its golden-beaded glow from the peristyle to the crown upon the dome of the Administration building. One talked quietly but earnestly of Browning as only a lover of the poet can. A lad came hurrying by, breaking the charmed stillness with the cry of his "last edition." Without a pause the poet-lover threw in his quick parenthesis as above—then went on with "The Ring and the Book." Everybody smiled; no word of comment. Nothing could have been better. The very atmosphere was poetry.

THE fifth "Teachers' Picnic" was held at Rutland Park in Lancaster county, Saturday, August 26th. Hon. A. G. Seyfert, a former teacher who has for some years been a member of the Legislature, originated this yearly educational gathering and is its leading spirit, planning the programme, making all necessary arrangements, and so directing everything as to afford a day of profitable enjoyment to the thousands of people annually in attendance. This year the number present was estimated at from five thousand to seven thousand. Addresses were made by Mr. Seyfert, State Supt. Schaeffer, Supts. Brecht, and Buehrle, Dr. E. O. Lyte, and others.

PROF. ALPHEUS HYATT relates that in one of his excursions he met by accident a farmer so aged that he had been obliged to quit work, but possessing a mind seemingly all the more active on that account. His life had been so secluded from all intellectual relations with the world that he had never even heard the word geology. He addressed the professor as "the man as studied rocks." Nevertheless the farmer had thoroughly studied the rocks, the surface of the earth, and all the visible geological agencies in the neighborhood. Out of this knowledge and the contemplation of his surroundings at all seasons and under all conditions, he had in a rough, sketchy way, constructed a theory of superficial geology accounting for the origin of rocks and for the possible ways in which the hills and valleys had been formed, which accorded with the facts. The professor says he has never forgotten the wonder and delight in this old, wrinkled, weather-beaten face, on finding that his ideas were not merely locally but universally true, and that what he had thought out was not ridiculed but regarded with respect by a man of science. The example of this old farmer puts to shame many who profess to be students. How much would be gained by the children if those who teach them, instead of spending their time upon the gossip of the day, were to observe the neighborhood and think out the lessons there taught. It would result in a saving of mental effort, and in a better appreciation of nature's beautiful economy.

AMONG items of personal interest to our readers we note the following: Prof. Geo. P. Beard is pastor of the Presbyterian Church in Blair, Nebraska. Dr. D. C. Thomas, formerly principal of the Mansfield State Normal School, has been elected President of Adrian College, Michigan. Supt. Joseph S. Walton and Principal G. W. Moore, of Ercildoun, Pa., have published an interesting and useful volume on the History, Geography and Government of Chester and Delaware counties. The chapter on the Underground Railroad reads like romance.

THE Secretary of Williams township, Dauphin county, Mr. J. M. Romberger, writes that theirs was the first school district in the county, outside of Harrisburg, to lengthen the term to 9 months. Two years ago they adopted free text-books. The principal of their High School receives $80 per month, and the other salaries, ranging from $60 to $30, are graded according to certificate and experience. Classes graduate regularly, and the schools are the pride of the people in that township.

IN the monthly items Supt. Hoch, of Northampton county, in speaking of his last examinations, reports that "some teachers who had ceased studying and were doing poor work in the schoolroom, were rejected." This is commendable. It is not only sound policy, but a plain official duty. It would be trifling with the public interests to do otherwise. We cannot have good schools without good teachers, unless inferior teachers are firmly and resolutely excluded from the schools. They have no business there unless they are qualified to do the work for which the schools are established.

TO any one who wishes to get as much as possible out of his or her trip to Chicago, we would say: Take quarters near to the grounds, so that you save time and are independent of street car lines. We were pleasantly accommodated at Columbian Hall, 6034 Woodlawn avenue, within half a block of one of the entrances to the Midway. The rates were reasonable and we would ask no more favorable location.

THE Legislature of this State at its last session made an appropriation for the establishment of a Department of Mining Engineering at the Pennsylvania State College. Ex-Governor Beaver, who is a member of the board of trustees and practically interested in the development of mining interests in Pennsylvania, writes as follows: The appropriation will be sufficient for putting into practical and successful operation a thoroughly equipped School of Mines. With buildings and well-organized departments in all the fundamental branches of a good education, the appropriation made by the Legislature enables the State College to apply every dollar directly to the technical part of the education of a mining engineer. It is the design of the college to organize this department so as to fit its students for the positions of mine superintendents, mine foremen, mine inspectors, etc., as well as mining engineers, special reference being had to the needs of Pennsylvania. The demand for such a

department or school has been shown for a number of years in the introduction of bills for the establishment of a separate school of mines, and the further fact that many students now at the Pennsylvania State College and others entering the present year have already signified their intention to enter this new department. We know of no phase of advanced scientific education which has more of practical interest for the people of Pennsylvania than this. We have great numbers of bright young men in our mining regions who are endeavoring under great difficulties and discouragements to fit themselves for positions such as are herein indicated, who should have the opportunity of securing the advantages of liberal education at a minimum of cost. These advantages the Pennsylvania State College offers, and of them hundreds of our bright young men in the mining region should take advantage. Those who are interested in the subject of scientific training in preparation for the important work of mining engineering can secure all the information they desire by addressing the President, Dr. George W. Atherton, State College P. O., Centre Co., Pa.

THE Springfield, Ohio, school board has recently adopted a new system of promotion without examination, and the following rules have been laid down in order to secure uniformity in the marking of pupils:

1. Pupils who have habitually given full, prompt and correct answers, and show by the form of answer an understanding of the subject, are to be marked as Superior.
2. Pupils who habitually give full and prompt answers, though at times inaccurate in matters of detail, are to be marked as Excellent.
3. Pupils who are diligent in hours of study, and show by their answers that they have given attention to the preparation of lessons, who usually are correct in their answers and do their school work in proper school hours, are to be marked as Good.
4. Pupils who in addition to the foregoing description (section 3) exhibit ambition and zeal in their work are to be ranked Very Good.

"WHAT Should the Public Schools Teach?" was discussed in the Chicago Congress of General Education by a half dozen prominent educators from various sections of the country. One of the most significant of these was the address by Col. Francis W. Parker, of the Cook County Normal School. In the Colonel's opinion all those things should be taught in the schools which help to realize the possibilities of human growth. Put that into the schools which will best develop the man, the home, society, the state, the immortal. First of all, the school should directly enhance the educational influence of the home, the centre of all human progress. Whatever is good that the home cannot teach should be taught in the school. Discussing the mooted problem of fads, Colonel Parker said: "Fad is one of the baptismal names of everything good and true that ever entered men's souls—entered of old by the stake and the fagot; enters to-day by the contempt, the derison, and the scorn of those whose minds are turned toward the past, and therefore have no gifts of prophecy. Fad is something which many teachers dread because of fixed ideas and methods. The grandest, truest, noblest, best things for humanity are born in travail, under woe, under contempt and derision. Clay modeling, for instance, the best educational means of developing the one predominating intellectual sense, that of touch, is placed lowest upon the list of fads. The study of forms by drawing is a fad. Form is absolutely indispensable to all study and all knowledge. Music, that mistress of the highest emotions, which develops spiritual life, is another fad."

SCHOOL LEGISLATION.

THE Legislative session is always a time of greater or less anxiety to the School Department and to the friends of education. It is always to be feared that amongst the numerous bills sure to be introduced affecting our school interests, some may be enacted into laws that, however plausible in theory and well-intended by their authors, may prove in practice very prejudicial if not disastrous to the welfare of the public schools.

The late session was no exception to the rule. While some progressive legislation was desired by the friends of our school system, the number of bills introduced that could not be regarded as favorable was so great that there was much ground for apprehension. But when, the session ended and the smoke of battle cleared away, it was found that not only had no harm been done in any di-

rection, but that gratifying progress had been made on some points of great importance. School men may justly congratulate themselves upon this fortunate outcome. It was a good session, for the schools though one or two very desirable measures were lost in the House of Representatives.

Among items of especial gain may be mentioned the act to protect the morals of school children and preserve the decencies of school life by mandatory requirements of School Boards with regard to the arrangement of out-houses, a somewhat delicate matter for public discussion. This thing lies at the very foundation of civilized life, but it has long been evident that positive instruction must be incorporated into our laws if we would secure that which *should* be done by the voluntary action of School Boards without any such coercive mandate of statute law. It is to be hoped that by the time the schools are opened for the ensuing term, every school house in the State will have its out-buildings arranged in literal accordance with the letter and spirit of this new and much-needed law.

Mandatory free text-books and the addition of half a million of dollars to the annual appropriation to help pay for them, is one of the most important steps of progress in our school history, and will greatly stimulate the working life of the schools. It will enkindle the zeal and enthusiasm of teachers and pupils like a burst of sunshine on a cloudy day. Teachers will now be able to organize their schools and arrange their classes on the opening day of the term, without the discouraging hindrances and loss of time heretofore caused by a lack of uniformity in text-books. Children will come to school with lighter hearts; and parents, relieved from the expense of text-books, which to many of them seemed a serious item of outlay, will now take more pains to get their children into the schools.

With the new inducements and the united efforts and influence of School Directors and teachers to make the schools so attractive as to tempt children into them, the necessity for ultimate compulsory education can be reduced to the minimum, and the public schools attain the maximum of expanding usefulness that will gladden the heart of the patriot, and inspire increased confidence in our educational policy as the safeguard of the Commonwealth.

The general appropriation of five millions for the current year, and five and a half millions for each of the years 1894 and 1895, is munificent. So with renewed courage and rekindled enthusiasm let us move forward to greater victories and a richer harvest of results than any that have been known in the past.

DOES THE SUPERINTENDENT EARN HIS SALARY?

THE teacher of the primary school receives thirty dollars a month. The Superintendent receives fifteen hundred a year. Both work six hours a day. She has the care of restless children. Her nerves and her patience are tried in numberless ways. He asks hard questions, marks the answers, and visits the schools. He is honored by the community because he draws a good salary. She is criticised because some of the children do not make the progress that the parents expect. Of the two she has the more trying position, and an observer cannot help thinking that either she is underpaid or that he does not earn his salary. From what point of view can any one justify the difference of remuneration of the Superintendent and of those who work under him in the ranks and file?

Take a parallel case. A thousand men daily make cloth to the value of two thousand dollars. A new man comes into their midst who, by organizing the work, giving to each man what he can best do and directing the energies of all to common ends, increases the daily product of that factory to six thousand dollars. This improvement, which is by no means mythical, would justify the payment of a big salary to the man whose directive skill increases the efficiency of the other to such a marvelous extent. The directive power of an educational expert may increase the efficiency of the teaching in an entire city or county, and thereby justify the payment of the big salary which he draws. If the Superintendent is content with examining teachers and visiting schools—the only function which the public sees him perform—he is almost as useless as the fifth wheel of a wagon; and the salary paid to him is so much money wasted.

Not long ago in visiting a large city the Superintendent declared to the writer that he had seven assistants, all of whom

could visit schools and report what was done. Only two of the seven were able *to get things done.* The first test of a Superintendent's efficiency does not lie in his ability to visit schools for the mere purpose of observing the work and giving the teacher a mark in practice, but in *his ability to get things done* that shall increase the progress of the pupils in manifold directions.

Here is a recent graduate of a Normal School. Her success or failure is usually determined in the first few weeks of her career as a teacher.

The Superintendent owes that beginner a duty. There are difficulties for which no Normal School can prepare its candidates, and which only arise when the young teacher faces a room full of pupils. The Superintendent should be on hand to speak the word of counsel and encouragement and to lend a helping hand to that beginner in surmounting the first obstacles. A mere visit for the purpose of criticising or finding fault, is not helpful, and may indeed prove a source of needless embarrassment.

Many teachers die before they are ready for burial. They lose interest in their work long before they are ready to quit the school-room. To keep the teachers from intellectual and professional stagnation, is one of the chief functions of the Superintendent. If a teacher die, shall he live again? Just as the Great Teacher called Lazarus from the grave, so may the Superintendent find it necessary to call teachers from the dead sleep into which they have sunk, and by the quickening touch of personal contact infuse life, and health, and vigor into them and their work.

A pupil's best efforts may be wasted by a lack of proper grading and strict correlation of studies. The eagle eye of the Superintendent should detect all waste of effort by a readjustment of studies and by wise promotions. To watch the progress of several thousand children so as to keep alive their interest in study and to save them from wasting their strength in useless efforts, is a task vast enough to make an archangel tremble. The Superintendent who measurably succeeds in this deserves all the salary paid him.

It behooves every school officer, from time to time, to ask himself: "What have I done, to earn the salary which I am drawing above my fellow-workers in the cause of popular education?"

HOUSE FOR THE TEACHER.

IN the report of Superintendent Walton, of Chester county, we find this item: "A generous-minded citizen of Highland township offered to donate a piece of ground as a site for a township High School; *also, land for a house for the teacher!* We hope this offer will be accepted. Children leave the public schools too soon."

If there be a more cheering sign of the times than this, we don't know where to look for it. When citizens become so public-spirited, and so interested in the cause of public instruction, that they not only pay their school tax with ungrudging cheerfulness, but with generous hearts and liberal hands volunteer to aid the school authorities by benefactions like these, it indicates the dawning of a new and inspiring era in the history of our public schools. These are of and for the people and, under the forms of law, by the people; and favoring spontaneous action of the kind here referred to, on the part of intelligent and patriotic men and women outside of official authority, will furnish the motive power that has long been needed to lift them to the full height of their maximum capabilities and usefulness. All honor to enlightened Chester county for the frequent illustrations she has given of the trend of public sentiment in this direction.

SUCCESS IN TEACHING.

THE test of success which the public applies to the work of a teacher, is the measure of his popularity. Within certain limits this estimate is correct. The teacher who is disliked by his pupils seldom succeeds in getting much work out of them, or work of the best quality; and this dislike makes him unpopular also with patrons and directors.

Popularity is, however, not the highest test of success. Teachers who make their pupils talk about them and praise them, generally organize the work around themselves instead of centering the pupil's interest in the science to be acquired or the knowledge to be imparted. The personality of the teacher may be exalted at the expense of the truth to be taught, causing the pupil to think of what the teacher says and does instead of thinking about scientific truth. On the other hand, the

teacher may sink his personality and exalt his department or branch of study, causing the pupils to forget him in their zeal to gather knowledge. Such a teacher may be seldom talked of, but his moulding influence is felt throughout a lifetime.

The writer has in his mind's eye two teachers of botany. One of these is much lauded by his pupils so long as they sit at his feet, but after they leave him they never spend a day in adding to their knowledge of botany. The other is not glorified half so much by his pupils, but they come away from him with an interest in botany that abides with them as long as they live. Wherever they go, they collect flowers and press them and investigate the phenomena of plant life. The latter teacher is far more successful than the former, although of much less reputation in the eyes of the public.

Did you ever know of the teacher of a Bible class whose absence for a week or two made the class go to pieces? It is a sure sign that the interest of that class has been centred in that teacher's personality and comments, and not in the Bible itself and in the Saviour of whom the Bible speaks. The same test may be applied to the ordained teacher of the Word. How often congregations go to pieces when their favorite preacher is called from them. Had the preacher centred the interest of his people around the Saviour's personality, had he taught them to love worship, and caused them to find delight in the study of God's Word and in divine truth, his congregation would not have dwindled away with his departure to another field of labor. His extraordinary popularity was a sure sign of a lack of the highest kind of success. The "praise of men," in the case of a public teacher may be, and not unfrequently is, cause for fear and trembling.

According to Bacon, knowledge is the food of the mind. Just as the body needs food for its growth and development, so the mind must be fed with knowledge if it is to grow into maturity. Food which lies in the stomach unchanged, is neither digested nor assimilated. If is a sure sign of dyspepsia or ill-health. If the lessons which the teacher imparts continue to lie in the pupil's mind in the exact form in which they were learned, it is a sure sign of mental dyspepsia. Such pupils may shine at examinations and make the highest possible marks, because they give back to the teacher knowle formulated in his own statements. grain of wheat must perish in its origi form if it is to bring forth a harvest new wheat. The knowledge acquired the mind must lose its original form i is to bring forth a harvest of new ide sentiments, and purposes. For t reason examinations often mislead tea ers, pupils and the public, and fail to veal the highest and best kind of tea ing.

There is one phase of successful tea ing whith the examination cannot rev Recently a pupil wrote to his teacher s ing, "I never left your class withou determination to study harder than e before." Here the instruction was tra formed into purpose and translated i action. It reached the will and indu growth in all the powers of the mi A young lady relates that whenever left the class-room of a certain teache ethics, she invariably said to herself, will be good! I will be good! *I wil good!*" This resolution is evidence t the teacher had touched the deep depths of the soul, and achieved a kinc success which cannot be measured popularity or by any of the tests o public examination.

ELEMENTARY INSTRUCTION

THE tendency and drift of the ti is toward the higher education. T human mind is struggling up to the lig and, not content with the murky twili of knowledge, longs for its merid brightness—for another morning risen the high noon of all past intellect achievement. But whilst every pract ble effort should be made to gratify satisfy these yearnings of the god-l mind of man, great care must be tal not to run into extremes that would prejudicial to rights and interests wh lie at the foundation and starting-poin our educational policy.

Instruction in the elements of kno edge is all that the great mass of child in the common schools can hope to ceive. The elementary training of rising generation was the primary mot for the establishment of the comn schools, and that ever-present neces will not disappear so long as the Co monwealth has an existence; and wh ever may be done for the higher grade

school work, the elementary schools should be cared for with the most intelligent and unrelaxing vigilance. It is evident to the most casual observer that there is an immense work yet to be done in many parts of the State to bring the ungraded schools of the rural districts to the degree of efficiency and success which the law contemplates, and which the public interests require.

It is a deplorable mistake to underestimate the importance of the primary schools, and it is almost a criminal neglect of duty to put them in charge of teachers who are not thoroughly qualified by education and capacity for this most delicate and difficult field of labor. A better grade of qualifications must be brought into the service before these schools can be made what they ought to be. It should never be forgotten that the teacher makes the school; yet, in practice, this fundamental truth is too often disregarded, and when it is, school children are cheated out of their birthright and the reputation of the State deservedly suffers.

DECENCY AND GOOD MORALS.

LEGAL OBLIGATION OF SCHOOL BOARDS TO PROVIDE SUITABLE OUTHOUSES.

THE best law we know of demanding that outhouses conform to the requirements of propriety and decency is that of the State of New York. It was passed by a unanimous vote of the Legislature at the urgent solicitation of Deputy Supt. Skinner. The Pennsylvania bill was presented in the Senate by Hon. John H. Landis, of Lancaster county, and, if he had done nothing besides during the entire session, this would be more than enough in the way of substantial good to the State.

This subject was presented as part of a very practical article on "School Architecture," read before the Convention of Superintendents held in February, 1891, by County Superintendent Jos. S. Walton, of Chester county. There is probably no better, more conscientious, or more intelligent Superintendent in the State, and what he says upon "Outhouses," reprinted here from his paper, which appears in the April number, 1891, of *The School Journal*, should be pondered by Superintendents, Teachers and School Directors in every part of Pennsylvania. We quote as follows:

"The marked disparity between the average school-house and its outhouse accommodations is so striking that if man has planned and cared for the one, surely Satan must have planned and cared for the other. The school system of this great Commonwealth will never merit the praise it receives until this crying evil is removed. The tumble-down, wooden, sin-scratched, hell-sodden sheds that stagger and leer at you from the rear of over fifty per cent of the school-houses in this State, make the heart sick when we think of the injured health and blasted morals of the boys and girls therein educated. Churches that hold their revival or other religious meetings, refusing to recognize this evil and to aid in removing it, are building upon false foundations. Christian fathers and mothers who pray for their children and fail to investigate these evils, are simply 'beating the air.' The school man that fails to do his duty here, fails in the first principles of a proper education; and the instructor who neglects this matter of supreme importance has failed in the first duty of the true teacher. School Directors who neglect to furnish and keep in repair the needed outhouses are responsible for results. They have surely made their little ones 'to offend.'

"The condition of public school outhouses, their structure, location, and equipment, ought to be inspected at intervals by a properly authorized commission or officer, and if not up to the full standard required by decency and the best law upon the subject that can be framed, they should be condemned without mercy. If that condemnation caused the district to forfeit its annual State appropriation, the condition of these houses in the State would be radically improved within a single year. This subject is far more worthy the attention of the Legislature of the State and of the Christian Church than many things that are regarded of much greater importance, and of which much is said and written.

"Separate outhouses, one for the boys and one for the girls, substantially built, pebble-dashed, and sand-painted, under lock and key if approached from the outside, are a necessity. They should be situated somewhat to the rear of the house, and yet within range of the teacher's vision. Hard dry walks leading to these are essential. A fuel-house and

cloak-room opening into one of the rear corners of the school-room and leading on into well-equipped accommodations for the girls, can be so arranged as to violate no hygienic requirements, and would certainly be of unspeakable advantage."

As if to show the estimate put upon this paper by the Superintendents of the State, it was ordered by a special vote of the convention that it be published in full in *The Journal.* The law desired by Superintendent Walton and the convention at large is now upon the statute books. Let it be rigidly enforced.

UPRIGHT PENMANSHIP.

IN the Toronto Exhibit at the World's Fair one can see this kind of writing in contrast with the usual slanting script. The greater legibility of the former is apparent at a glance. Many schools in England and on the Continent are making experiments with this new kind of penmanship. In some places the teachers are said to be unanimously in favor of its introduction. They claim that it is more easily taught, that it facilitates a more correct position on the part of pupils, that the vertical letters cause the pupil to face his writing, and thus save him from the twist of body and neck always observable in those who write slantwise, and that one cause of spinal curvature is thus obviated. A school principal of Brooklyn has been testing the legibility of various kinds of lines. Upon a sheet of paper he draws four vertical marks, then four slanting lines, and lastly, four that are horizontal. Holding the sheet before the pupil he directs him to walk away from the paper, and to tell when he first loses sight of any of the lines, and which marks can be distinctly seen at the greatest distance. "In every instance but one," says this educator, "I have found that the vertical lines can be seen at the greatest distance. It does not indicate any peculiarity of eyesight to see them farther than horizontal lines, but simply that they are more legible to ninety-nine pairs of eyes out of one hundred. The one exception I met with was that of a person whose eyes were crooked. The writing of the future—the ideal writing—will be formed entirely of perpendicular lines. The English Civil Service System now requests its candidates to write in that manner. In the first place, it is the most rapid form o chirography; and the length of the stems between the parallel lines of a giver length apart, must of necessity be shorter than the length of the slanting stems between such parallel lines. Then, too perpendicular, or what is called back hand writing, is much more legible, and to me is more business-like, if not more artistic."

It does not follow from such investigations that every teacher should drop the old and try the new, but the results should be tested and verified or rejected by experts in teaching penmanship. The sanguine expectations of those who advocate the new system may not be realized. In the meantime, however, the live teacher will question those who write much, and will watch the unconscious testimony of their handwriting. In taking down a telegram the operator aims at speed, as well as legibility. The practice of these and other men of affairs may be helpful in reaching reliable conclusions. And teachers who take no interest in such investigations, are sure to die professionally before they are physically ready for burial.

TRAINING OF THE HAND.

THE eloquent words of Prof. Wilson found elsewhere in this number, and to which the attention of the reader is directed, enforce the importance of proper training of the hand. Harm is often done at school by busy work, Work assigned for the mere purpose of keeping pupils quiet is injurious and unjustifiable. It fatigues the arm, the hand, and the eye and stimulates the development of these organs before their period of normal growth has been reached. There is a time when the upper arm grows rapidly; next follows a period when the forearm develops; and later still the hand and the fingers enter upon a period of rapid growth If too much exercise is demanded of these in advance of nature's time, abnormal development is the result.

A lawyer of prominence, living in a city noted for its advanced methods, complained of the illegible penmanship of a very bright graduate of the High School "I asked him," said the lawyer, "to prepare some manuscript for the court. The scrawl was so bad that I had the work done over again on the type-writer.

Why do the young not learn to write as fair a hand as they did when you and I went to school?" The attorney's conclusion may not be based upon a sufficiently wide observation of facts. But in so far as the allegation is founded in fact, may it not be due partly to the custom of teaching children to read and write script or print at the same time, and from the beginning of their school life? If it should be established beyond doubt that the period of most rapid development for sight does not coincide with the corresponding period of development for the arm and the hand, a revision of some of our methods may be necessary, and the introduction of methods like those in use at Hazleton, Tidioute and elsewhere may be absolutely essential. Many progressive teachers are anxious to gain new light on this question.

Next to holding and handling a fork at table, the ability to wield a pen is the most universal accomplishment of civilized life. Can we hope to produce a strong nation if our schools simply train the muscles that wag the tongue and wield the pen? The training of all the muscles and functions of the human body, is essential to the normal development of a human being; but Nature has endowed man with the special gift of free motion in any direction in the mechanism of the arm and hand. The same end can, of course, be attained without a skeleton; the tip of the tongue can be readily trained to move in any conceivable path within the buccal chamber. But when strength and dignity are to be given to the human frame by a skeleton, mobility by articulations as we find them in the arm and hand are exquisitely adapted to the manifold needs of a gifted race.

The science of mathematics aids in the appreciation of the wonderful mechanism of the human arm with its hand. If a pencil be attached to the end of a revolving radius, the curve described is a circle. If the pencil be fastened to a second radius, revolving around the extremity of the first while it is moving around the original centre, the result is a more complicated curve. If a third be attached to the end of the second and all be set in motion, the curves by which the ancient astronomers explained the movements of the planets may be described. If the arrangement be extended to a fourth, a fifth and a sixth radius, each revolving around the end of the preceding, any curve may be described by varying the length and velocities.

Now this system of revolving radii every person carries in each of his arms, the shoulder being the first centre, the elbow the second, the wrist the third, the joints of the fingers constituting the fourth, fifth, and sixth. Shall this wonderful mechanism be trained simply to handle a fork at table and to guide a pen upon paper? Have its marvelous capabilities been exhausted when the boy has learned to catch and pitch a base ball? If equal interest could be concentrated upon the development of useful skill, our schools would send into the world a generation of boys and girls who could have nothing to fear in competition with the educated labor of foreign lands.

DAWN OF A NEW AGE.

THE Educational Excursion under the auspices of the Pittsburg *Times* would in former ages have seemed like a tale of the Arabian Nights. On New Year's morning the announcement was made that fifty teachers would be taken to Chicago and given ten days at the World's Fair free of all expense. Twenty were to be selected by vote from Pittsburg, ten from Allegheny, and twenty from the surrounding districts. Over four million seven hundred thousand votes were cast, each vote representing a coupon cut from the *Times*. By reason of several tie votes fifty-two teachers were finally selected, and invitations to accompany the party were sent to Supt. Luckey and to the present State Superintendent and his wife. A similar invitation was sent to Dr. D. J. Waller, who was in office when the excursion was first announced. On Monday, July 24, the magnificent Hoe presses and other equipments of the *Times* Building were thrown open for inspection. At the Union Depot the party accompanied by four members of the Editorial Staff, were entertained with an elegant supper, and there was no dispute about upper and lower berths, for one section had been assigned to each member of the party. At Chicago palatial quarters were assigned to them in the Lexington Hotel, where President Cleveland had stopped during his stay in the city, and in addition an envelope was handed to each person containing twenty dollars to cover admissions and expenses

to the grounds of the Exposition. Nothing was left undone to make the trip pleasant and profitable; and all the teachers added each day a new petition to their prayers of blessing upon Chris. Magee and the *Pittsburg Times*. When the educators of other states learned the facts, some declared that Pittsburg had furnished to the Columbian Exposition the two things most unique in all the world, the big Ferris Wheel and the *Times* excursion, and others expressed their conviction that at last teachers were given a place among the princes and rulers of the land.

It is true that similar trips were given by other papers, either to teachers, or pupils, or news carriers, but none can rival that of the Pittsburg *Times* in perfection of details, skilful management and large-hearted liberality. Historians tell about a stone age, a bronze age, a golden age, and instead of calling the latter half of the nineteenth century the age of iron or of electricity, were it not better to call it the age of the teacher and the pupil? Diesterweg says that two centuries ago teachers had their lodgings among the cattle in the barn. To-day the teacher sits in the finest rooms, travels in palace cars, and enjoys all the comforts and the honors of our advanced civilization. Truly, the world does move!

CONGRESS OF EDUCATION.

THE International Congress of Education of the World's Columbian Exposition, held under the charge of the National Association of the United States of America, begun July 25th, and continued for four days. The opening addresses were by representative educators of the world. The first was by Rt. Rev. Samuel Fallows, of Illinois. He touched upon the great material progress of the city of Chicago. We have a right to boast of our public schools, he said, even in spite of the criticism that has been passed upon them. Mrs. Charles Henrotin and Mrs. Wilmarth, who have been so active in the work of these world's congresses, both gave words of greeting to the visiting educators. Dr. S. H. Peabody of Illinois added to the words of welcome and outlined briefly the educational exhibit, after which Dr. W. T. Harris, U. S. Commissioner of Education, reported for the committee of arrangements of the congresses. Supt. Albert G. Lane, who had very effectually aided Dr. Harris in the arrangement of these congresses, welcomed the delegates on behalf of the city of Chicago. After giving an account of the various educational and literary institutions in the city, he continued: "Agitations, unrest, and social revolutions, conflicts between capital and labor and the struggle for self-government, characterize the history of all the nations of the earth; the irrepressible conflict is the struggle of mankind against all opposing forces, to attain to that which is highest and best. The stability of this country rests upon popular education. Popular education is necessary to the perpetuity and well-being of any people."

President James B. Angell, of the University of Michigan, permanent chairman of the general congress of education, in outlining the purpose of the meetings said, "The work of these educational congresses underlies in some sense the work of all other congresses which have been or which may be held. I might say the work of these congresses overreaches and encompasses the work of all the other congresses, just as the sky enfolds and encompasses the earth. For all art and all sciences—what hope of progress and of perpetuity for them is there except as the moral or intellectual discipline which we are engaged in cultivating are preserved?

The addresses of the foreign delegates were unusually strong. The first of these was by Dr. Stephen Waetzoldt of Germany, who spoke of some of the school reforms in his country. The next speaker was Prince Serge Wolkonsky of Russia, whose eloquence and earnestness won the admiration of all. Education, unless it inspires feelings of universal brotherhood, is a dead letter. May this congress proclaim that each one of us belongs first to humanity and second to one or another nation. M. Benj. Buisson, of France, who represented his government at the New Orleans exposition in 1885, brought greetings from the French republic; and Dr. G. W. Ross, minister of public instruction in Canada, discussed the relation which his provinces sustains to these educational congresses. The *N. E. Journal of Education* presents a brief but interesting sketch of the proceedings of this four days' Conference of the representative educators of the world.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, *September*, 1893.

THE annual session of the County Teachers' Institute will be held in the different counties of the State at the times and places which are here named:

Allegheny	Pittsburg	August 28.
Berks	Reading	Sept. 25.
Greene	Waynesburg	October 2.
McKean	Smethport	October 9.
Lehigh	Allentown	October 16.
Susquehanna	Montrose	October 16.
Bucks	Doylestown	October 23.
Cameron	Emporium	October 23.
Chester	West Chester	October 23.
Delaware	Media	October 23.
Elk	Ridgway	October 23.
Montgomery	Pottstown	October 23.
Northampton	Easton	October 23.
Pike	Milford	October 23.
Lackawanna	Scranton	October 30.
Luzerne	Wilkes-Barre	October 30.
Columbia	Bloomsburg	Nov. 13.
Dauphin	Harrisburg	Nov. 13.
Franklin	Chambersburg	Nov. 13.
Huntingdon	Huntingdon	Nov. 13.
Lancaster	Lancaster	Nov. 13.
Tioga	Wellsboro	Nov. 13.
Blair	Hollidaysburg	Nov. 20.
Lebanon	Lebanon	Nov. 20.
Washington	Washington	Nov. 20.
Cambria	Ebensburg	Nov. 27.
Adams	Gettysburg	Nov. 27.
Juniata	Mifflintown	Nov. 27.
Mifflin	Lewistown	Nov. 27.
York	York	Nov. 27.
Carbon	Lansford	Dec. 4.
Cumberland	Carlisle	Dec. 4.
Monroe	Stroudsburg	Dec. 4.
Perry	New Bloomfield	Dec. 4.
Potter	Coudersport	Dec. 11.
Armstrong	Kittanning	Dec. 18.
Bedford	Bedford	Dec. 18.
Bradford	Towanda	Dec. 18.
Butler	Butler	Dec. 18.
Centre	Bellefonte	Dec. 18.
Clearfield	Clearfield	Dec. 18.
Clinton	Lock Haven	Dec. 18.
Fayette	Uniontown	Dec. 18.
Fulton	McConnellsburg	Dec. 18.
Lycoming	Muncy	Dec. 18.
Northumberland	Sunbury	Dec. 18.
Schuylkill	Pottsville	Dec. 18.
Somerset	Somerset	Dec. 18.
Warren	Warren	Dec. 18.
Westmoreland	Greensburg	Dec. 18.
Wyoming	Tunkhannock	Dec. 18.
Beaver	Beaver	Dec. 25.
Clarion	Clarion	Dec. 25.
Crawford	Meadville	Dec. 25.
Forest	Tionesta	Dec. 25.
Indiana	Indiana	Dec. 25.
Lawrence	New Wilmington	Dec. 25.
Mercer	Greenville	Dec. 25.
Montour	Danville	Dec. 25.
Venango	Oil City	Dec. 25.
Sullivan	Dushore	Jan. 1, 1894.
Union	Lewisburg	Jan. 1, 1894.

CARE OF FREE TEXT-BOOKS.

THE act of May 18, 1893, makes it the duty of directors or controllers "to provide for the return of and for the safe keeping and care of the books" which are furnished at the expense of the district. To avoid loss of time, waste of money and the formation of bad habits by the pupils, a careful system of distribution should be adopted before the opening of the schools, and a strict account should be kept of the books furnished either at the opening or during the term. Although the law has wisely left the details to the discretion of each school board, the experience of the districts which have had free text-books for several years may be helpful in this connection. Supt. W. H. Slotter, of Bucks county, writes that the following method has given most satisfactory results in that county: "All books are bought by and shipped to the secretary of the board. He, after taking account of them, labeling them and numbering the same, distributes them to the schools and charges each teacher with the books belonging to the school. The teacher in turn charges each pupil with the books he uses. The teacher uses a page or more in the 'Monthly Report Book,' The names of the pupils are placed on the side, the names of the branches taught at the top in the spaces intended for the attendance, and the numbers of the books below the branch and opposite the pupil's name. The pupils' names are grouped in the corresponding grades to which they belong. At the close of the school term each pupil's books are collected and put together. The books of each grade in the school are placed together in the book-case. At the opening of the following term each pupil, except in cases of promotion to grades requiring another grade of books, will receive the same books used the term before. This is an incentive to take good care of the books. The pupils, as a rule, are allowed to use the books as their own, taking them home if they wish, except during vacation. If the pupil loses a book the parent is required to replace it or pay for it. If a book is soiled or abused the parent is charged with the loss. The teacher is required to examine all books frequently. In case a book is lost or abused, the teacher presents the facts with a bill for the loss to the parent. If the parent refuses to pay the bill or to replace the books, the teacher presents the bill and facts to the secretary of the board, who in turn brings it to the attention of the board. Where the teachers have exercised good judgment, the directors report the plan a success."

Superintendent Hoffecker, of Montgomery county, writes: "Every district has or will have by the end of the year a large bookcase in each school house in which the books

are kept. In boroughs the books are kept in a separate room, one bookcase serving for all divisions. The books are numbered and labeled. The label is sometimes a printed slip and pasted on the inside of the cover, sometimes a stamp having the name of the township or district. On the labels are printed the words: 'Any book lost or wantonly defaced shall be paid for by the parents.' The books should be numbered, labeled or stamped at different places, so that in cases of theft detection may be more easily made."

Superintendent Smith, of Delaware county, writes that the number of cases in which damages must be collected or new books bought in place of those lost or destroyed will not average one for each school in the county each year. Superintendent Walton claims that the life of a book depends more largely upon the disciplinary powers of the teacher than upon regulations made by the board.

School boards should provide strong and suitable book cases for keeping the books and supplies.

ITEMS FROM REPORTS.

ARMSTRONG—Supt. Jackson: It is proposed by the superintendent to have a course of study adopted for the country schools.

CARBON—Supt. Beisel: The ten examinations held in June were well attended; twenty-three directors were present, Nesquehoning taking the lead, with five directors present the greater part of the day. Classes were graduated from the High schools of Lansford, Mauch Chunk, Lehighton, Nesquehoinng, Parryvllle, and Weatherly. The Lehighton class, numbering seventeen, was the largest ever graduated from any of our schools. Dr. Geo. Hull delivered an address to the citizens at the Lansford commencement, and Prof. Bible at Mauch Chunk. Lansford has added a well-selected list of books to its library. The only examination held in July was for Packer township. The six directors were present, and after the examination they selected their teachers, adopted text-books, and made all necessary preparations for school. Weatherly is making important changes in its school-building to comply with the sanatory school law. Lansford has decided to pay its teachers from $40 to $80—an increase of $5 per month over last year.

DELAWARE—Supt. Smith: Four districts kept their schools open until June 30th. Most of the High and Grammar schools closed with very appropriate exercises, which were enjoyed by large audiences. During the month our directors selected teachers for most of the schools in the county. A desire for thoroughly equipped teachers was manifest on every hand. Many of the directors showed the sincerity of their desire by a decided increase in salary for experienced teachers. The Radnor School Board has made quite an innovation. They have employed two male principals, one from Massachusetts, at a salary of $1,000, the other at a salary of $700, where they paid last year $475 for two very efficient lady principals who were not applicants for re-election. The directors of South Chester are having a two-story addition made to one of their schools.

FRANKLIN—Supt. Zumbro: Several new schools are being organized, requiring additional teachers, etc. School boards generally throughout the county are getting ready for the new text-book law.

FULTON—Supt. Chestnut: Dublin has contracted for two new houses; Todd, for two; and Taylor, one. McConnellsburg has advanced salaries, and lengthened the term from 6 to 8 months. Three flourishing normal schools have been in session. The Free Text-Book Law meets with general approval. Prof. Kirk is teaching a flourishing normal class at Hustontown, and Prof. Fletcher in Buck Valley. I have issued to directors a circular setting forth the duties of boards under the new law.

JUNIATA—Supt. Marshall: Beale district will build a needed extension to the Academia school-house. Two schools will be graded for the next term—East Waterford and Thompsontown. We feel that the directors have taken a step in the right direction, and hope others may be disposed to progress in the same line. There are a number of schools in the county that should be graded. Whenever a school has an enrollment of from 60 to 70 pupils, we cannot expect the teacher in charge to do satisfactory work. The very best teachers should be placed in charge of the primary grades. Hence we trust that the teachers who are placed in this responsible position will know how to care for the little ones, morally, intellectually and physically, so that they may grow up to be useful and honored citizens. All the examinations have been held, except the one for Spruce Hill district. All were attended by four or more directors, save Mifflintown, where only one was present.

LACKAWANNA—Supt. Taylor: Graduating exercises were held in many of the graded schools during the month of June, but I am unable to report particulars. In some places an admission fee was charged and the proceeds applied to the use of the libraries. There is a growing tendency to elect teachers earlier than formerly. There is also a stronger inclination on the part of directors to retain old teachers as long as they give satisfaction.

LEHIGH—Supt. Rupp: The examinations held in July were in the rural districts and were all very largely attended. Teachers are very numerous. This is owing, to a certain extent, to the general stagnation of business. Many who had left the profession

are again coming back. Quite a number of new school-houses are in course of erection. Lowhill is building two; Upper Milford, one double house; Whitehall, two. All of them will be brick and according to the most recent style of school architecture. Several buildings will be refurnished. Some of the districts have increased the term, while only one has decreased it. The salary of teachers has been advanced in several districts.

LYCOMING—Supt. Becht: The monthly meeting of the "Teachers' Exchange" was held in the Superintendent's office on the last Saturday in June. The meeting was largely attended. In addition to the regular programme, "the operation and application of the Free Text-book Law" was thoroughly discussed. McNett and Shrewsbury districts have made an increase in salaries, and a number of other districts will do the same. School Boards all over the county are making necessary changes in books, and purchasing books and supplies to be ready for the work of the coming year.

MIFFLIN—Supt. Cooper: A four week Normal term is in session at Belleville. The attendance is unusually good—49 females and 31 males. Of this number the greater part have never taught. The teachers have manifested an interest that is highly commendable. Prof. Geo. W. Alloway, of Youngstown, has done excellent work for the teachers. The County Superintendent has assisted daily in the work free of charge. Prof. Pla of Lewistown, and Rev. W. J. Sweigart of Huntingdon, have both encouraged the Normal by their presence and able and instructive addresses. The citizens of the community have also shown an interest in the work. Directors throughout the county are considering the importance of putting into the schools the best text-books that can be procured.

NORTHUMBERLAND—Supt. Shipman: A great deal of interest was manifested by school officers, clergy and others, in the public examinations. In a few districts resolutions were passed to the effect that no teacher should be employed whose certificate averaged more than one and one-half. Prof. I. H. Manser, for three years principal of the McEwensville schools, was chosen principal of one of the Williamsport schools, and will be succeeded by Prof. F. H. Schaeffer of Middleburgh. Directors everywhere are preparing to comply with the Free Text-Book law, by procuring suitable record books and such apparatus as is needed to take proper care of books and supplies.

SNYDER—Supt. Bowersox: A very commodious and beautifully designed school-house is being built near Troxellville, Adams township. A normal class will be taught in Middleburgh,—term, four weeks.

UNION—Supt. Johnson: On July 4th, the P. O. S. of A. of Laurelton, in conjunction with the citizens, raised a flag over the public school building of that place. On the same day the citizens of District No. 10, in White Deer township, did the same. At the former place addresses were delivered by Hon. B. K. Focht, Capt. J. V. Miller, Hon. R. V. B. Lincoln, and Rev. Jas. R. Lee; at the latter, by Supt. B. R. Johnson, Rev. W. W. Clouser, and Rev. M. Gross, responded to by Messrs. W. C. Richart and John Moyer. The exercises were interesting and inspiring.

WAYNE—Supt. Kennedy: Prof. G. W. Twitmyer has been re-elected principal of the schools at Honesdale—his tenth year there. J. M. Reury, of Maple Valley, New York, has been elected principal of the Seeleyville schools. Prof. Kimber Cleaver leaves Hawley, where he did excellent work, to accept the principalship of the High School at Shamokin.

BETHLEHEM—Supt. Farquhar: A class of fifteen graduated from the High School, June 27th, and a class of thirty-seven from the Grammar department, receiving certificates of graduation.

NORRISTOWN—Supt. Gotwals: An exhibition of work done in the Manual Training school and in the Sewing and Drawing departments, was held during the last week of the month. The work was examined by a large number of citizens, all of whom expressed themselves as highly pleased with what had been accomplished in so short a time. The closing exercises were held in the Grand Opera House the last day of June. The house was crowded with an appreciative audience. The class numbered 19 boys and 25 girls.

SHENANDOAH—Supt. Whitaker: A very successful term was closed June 29th. Seventeen pupils were graduated from our High School, and fifty-six from the Grammar grade. The commencement exercises were held June 28th and 29th. The graduates acquitted themselves very creditably, and on both evenings the large public hall was crowded with audiences as large, orderly, and appreciative as ever assembled in the building. A very gratifying indication of our progress is the fact that we will have over a hundred pupils in our High School next year. Our School Board is up to the times, and several undertakings are now under way which will greatly improve our facilities and add to our educational advantages. Besides these, the Board has subscribed for a copy of *The Pennsylvania School Journal* for each member, and for each teacher, for the coming year.

WILKES-BARRE—Supt. Coughlin: The schools closed June 16th. The year's work is regarded as very satisfactory. The educational meetings of the year have been very interesting and especially profitable. The attendance was unusually good in the advanced grades. The increase of enrollment in the highest Grammar grade over that of last year is 25 per cent. In the High School, the rate of increase is nearly the same. Thirty-seven students were graduated.

CARE OF THE VOICE.—Mr. Eichberg, Supervisor of Music in the public schools of Boston, gives the following caution, which is well worth heeding. He says: The age of most of the pupils in the high schools renders extreme caution in the treatment of their voices a duty and a sacred obligation. The common belief that boys' voices alone require especial care during the period of transition has led to much loss of voice and of health. Just as important, if less striking, changes occur in the nature and 'timbre' of the female voice. I am convinced that the voice of a girl from twelve to seventeen years of age requires all the more careful management from the very fact that, not suffering, like a boy, from an almost absolute impossibility to sing, she is likely to over-exert herself, to the lasting injury of both health and voice. When teachers are better acquainted with these physiological facts, they will understand the necessity of not sacrificing such young—such temporarily "diseased" voices—to the

DO THEY THINK OF ME AT HOME?

J. E. CARPENTER.
CHAS. W. GLOVER.

Do they think of me at home, Do they ev - er think of me? I who
Do they think of me at eve? Of the songs I used to sing? Is the
Do they think of how I loved In my hap - py, ear - ly days? Do they

shared their ev - 'ry grief, I who min-gled in their glee? Have their hearts grown cold and
harp I struck untouch'd, Does a stranger wake the string? Will no kind for - giv - ing
think of him who came, But could nev - er win their praise? I am hap - py by his

strange To the one now doom'd to roam, I would give the world to know,—"Do they
word Come a-cross the rag - ing foam? Shall I nev - er cease to sigh,— "Do they
side, And from mine he'll nev - er roam, But my heart will sad - ly ask,— "Do they

think of me at home?" I would give the world to know, "Do they think of me at home?"
think of me at home?" Shall I nev - er cease to sigh, "Do they think of me at home?"
think of me at home?" But my heart will sad - ly ask, "Do they think of me at home?"

desire of exhibiting and showing off their classes. Another frightful cause of injury proceeds from the desire of many female pupils always to sing the highest part—the first soprano. It is with them "*Aut Cæsar, aut nullus.*" Periodical examination of the pupils' voices, by the teacher, has seemed to me the only safe course in order to remedy this evil. In Jenny Lind's younger days, it is related that she applied for instructions to Garcia, the great teacher of vocal music in Paris. He heard her sing, and then told her her voice was gone, that she must not sing a note for a year, and return to him at the end of that time, and in the meantime improve her health. She faithfully complied with these directions, and came back to Garcia at the appointed time. Rest at a critical period, had restored her voice, to her own delight and to the gratification of her master. From that moment a grand career was open before her, which has made her name a "household word" in two continents.

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ENGLAND'S TYPICAL AND GREATEST SCHOOLMASTER.

ENSHRINED IN THE LITERATURE OF HIS COUNTRY.

THOMAS ARNOLD, of Rugby, ranks unquestionably amongst the great practical teachers of modern times, and his biography by Dean Stanley is one of beauty and interest. Suddenly called from a life of obscurity to the head-mastership of a great English public school, he rose at once to a towering influence, far above the situation, and enshrined himself in the literature of the country as England's typical and greatest schoolmaster. His personal friends and supporters, in advocating his claims to become master of Rugby, prophesied that, if elected, he would change the whole course of public school education throughout England; and if the prophecy has not yet been altogether fulfilled, Arnold has done much more for religion, literature, education and general progress, than even his most sanguine admirers foresaw. Not only did he show in a new light the vast capabilities of the public school system, but he has left behind him, in his work and its traditions, an indefinite but growing force, which in many quarters has been fittingly summed up as the *Arnold influence*. Whatever it be, the public teacher who does not share in it is really outside the great educational movement of this century.

Thomas Arnold was born at Cowes, in the Isle of Wight, in 1795. He was educated chiefly at Winchester and Oxford, where, in his twentieth year, he was elected Fellow of Oriel, and gained the Chancellor's Prize for the best Latin essay. Four years later he took orders, married, settled down at Laleham, near Staines, and occupied himself in teaching private pupils, and in a wide range of literary work. He remained at Laleham for ten years. In his schoolboy days he appears before us as a kind of poetical dreamer or placid enthusiast; but at Laleham he became an intense realist, and found satisfaction only in the severest forms of fertile application. Carlyle himself did not more earnestly believe in the gospel of work. During these ten years of seclusion his industry was enormous. He read widely and deeply in the field of Greek scholarship and Roman literature; formed very definite opinions on most political and social questions of the day; and, above all, studied the character of boys, and how to deal with it.

In 1828 he was elected head master of Rugby. Dr. Wood, his immediate predecessor, brought up the school considerably, and Arnold found it with a larger attendance than at any previous period. Yet with all this apparent prosperity, the general tone of the school was low. Discipline was loose; the young gentlemen had very pronounced ideas regarding their own importance, and claimed a high latitude of self-will. Those who loved learning had

the opportunity to advance, but the great majority passed through the curriculum of the school in easy indifference, without gaining any perceptible good either as regards power of habit or extent of information. Along with other easy indifference, there was a good deal of coarseness in the Rugby atmosphere. The older boys looked on bullying the younger as a right; and the younger ones were thus transformed in their turn into sneaks and cowards. The general tone at Rugby, as at the other public schools, was irreligious.

The reform of such a school was soon found to be a work of great difficulty. "I came to Rugby," Arnold afterwards wrote, "full of plans of reform; but I soon found the reform of a public school was a much more difficult thing than I had imagined." He was, at the outset, denounced on all hands. In addition to the opposition which he met within the institution, he was severely assailed by a large section of the press as a dangerous innovator. He felt this keenly; and several of his friends dropped his acquaintance, and then heartily denounced his conduct. He frequently complained of the want of sympathy. However, he resolved to reply to no attack, and to offer no explanation of his views and conduct to any one except a personal friend.

In the face of all opposition, he went steadily toward his goal, resolved to purify and elevate the whole tone of public feeling and opinion; to emancipate the boys from their slavish deference to the traditions of the school and the current code of morals; and to turn out manly, brave, and thoughtful young men, well equipped for the realities of life. He was not content merely to govern the school by orderly methods, and to keep down the more offensive forms of vice. On the contrary, he aimed all resources at the building up of character. Manly-minded, bold and honest in all his actions, he despised the craven spirit that followed the authority of the multitude to do evil, and resolved to supplant it. He preferred moral to intellectual excellence; and though he always aimed at training up capable intellectual men, he felt always satisfied, and generally supremely happy, when he saw that his pupils would likely become manly Christian gentlemen. He preferred moral principle to gentlemanly conduct, and gentlemanly conduct to intellectual ability. What he strove against was coarseness, the selfishness of public school boys, and the childish deference to opinions and prevailing fashions shown by them after they had became grown-up men.

Though Arnold sometimes erred in the estimate he formed of character, he has rarely been surpassed in quickness and correctness of insight into the nature of boys. Here he seemed to act by intuition. He took in a boy at a glance, penetrated through his slyest and most secret motions, analyzed his whole nature, and fixed upon all the seeds of hope in his constitution. Seeing thus the qualities of the material with which he had to deal, Arnold not only gained great influence in the little world of Rugby by the general accuracy of his descriptions and predictions, but was also able to take active steps by stimulating the lazy, repressing the forward, cheering the diffident and encouraging the weak. Nothing escaped his comprehensive insight. Latterly the boys knew this, feared his omniscience and stern treatment of meanness or cunning, and came to reverence one who was as tender towards the weak as he was stern towards the vicious.

But he had much more than keen insight into character. Dean Stanley says: "It was felt he had the power in which so many teachers had been deficient, of saying what he did mean, and of not saying what he did not mean; the power of doing what was right, of speaking what was true, and thinking what was good, independently of any conventional or professional notions that so to act, speak or think was becoming or expedient." Arnold was very fully alive to the imperfection of a boy's nature; the idea of boyhood which he had gathered from keen observation and wide experience was remarkably high; and he never applied to his pupils the same standard that applied to grown-up people. Upon the moral training he spent much effort. He sought to widen the free atmosphere of the public school, after making it pure, and he believed that much vigor would be derived by the growing character from the sense of independence and responsibility which he ever strove to develop. To rules which lay beyond the sympathies of a well-trained boy, and to leading-strings of all kinds, he attached little value. Hence, in all his dealings with his charge, nothing was more marked than the generous confidence that

placed in a boy's word, and the scathing scorn with which he treated untruthfulness. Whatever one of his pupils stated for fact was accepted as such, without any further questioning. So great was his horror of lying, that it was well known that any pupil addicted to this vice, could not be allowed to pollute the atmosphere of Rugby.

This use of expulsion tended greatly to strengthen the opposition which he had to live down. It was urged that any pupil, however incorrigible, was a fit subject for a public school, and that the smooth government of such an institution should be possible without resort to removal. But Arnold, recognizing the vast evil which one incorrigible boy did to all the rest, saw the only effective remedy in his expulsion. It was not only for moral offences that a pupil was removable from Rugby. If the child was weak, or not likely from any cause to profit by the organization of the school, his removal was quietly counselled. The result was that when the youths, who were at first inclined to govern the establishment according to their own ideas, saw that they must conform to a wiser law, they became willing coadjutors of Arnold, and aided him greatly in all his efforts. When it was clearly understood that persistence in any mean or forbidden course would end in the disgrace of expulsion, the reform of the school became easy, and the maintenance of discipline light.

Every new-comer was struck with the overpowering earnestness of the head master, the transparency of all his motions, and his enlightened wish to benefit those who were under his care. Quick and sensitive as he was gentle and tender at heart, he ruled through a wide range of sympathy. Whatever he was engaged upon occupied his whole being. And this supreme earnestness of character affected the whole school like a fever. The masters copied his example; and the pupils strove to acquire his esteem through fidelity in application. Thus he came to be loved as few masters of large schools had ever been before. As the pupils who went through his own class passed from beneath his sway, their respect and affection for their master became deeper and firmer. They looked upon him as a trusty, personal friend, whose sympathy could meet any calamity, whose advice would be most valuable in the hour of perplexity, whose help would be ready in time of need, and whose presence or word would stimulate new hopes and fresh energies. We see Arnold, then, as a great and powerful personality, quick in his resolutions, and bearing down upon his work with the great momentum of his high character. He has all the qualities of a great teacher; great acquirements, strong judgment, wide sympathy, eminent flexibility. He rises and falls with the interest of his subject and the signs of his success. We see the combination of qualities without which a public teacher is a failure, in the quick but searching glance with which he surveys his class or audience, in his fund of resource for any emergency, in his encouraging sympathy with every earnest effort and keen scorn for all pretence, in the unsparing severity with which his presence cows the idle and slothful, in his evident delight as new beauties start out of the lesson in hand, and in the zest with which he watches the rise of new thoughts and feelings and resolves in his pupils.

In the actual business of teaching a class he showed command over the most carefully thought-out methods. Perhaps the most helpless of all teachers is he who is fussy, confused and excessively talkative, or he who tells to his class what the class should find out by their own honest efforts. Arnold was very sparing of his words. He never lectured when he taught; like Socrates, who could extract a Euclid out of an illiterate slave, he relied most upon his skill in the art of questioning to arouse and sustain thought; he spoke not for the purpose of explaining difficulties, but for that of suggesting explanations. He was the guide and fellow-worker of his pupils, but he trusted to their self-reliance and independent action. He encouraged his class to read extensively, to gather facts from from all quarters and collate them, and to cultivate the power of research. The result of their efforts he tested, pointing out their weakness, suggesting how deficiencies should be supplied, and opening up new lines. He thus made every act of teaching an act of creation, and in doing so, he stands forth as a model of what a great teacher ought to be.

Thus far we see Arnold, truthful and real in his own character, believing thoroughly in his own work, and seeking his only reward in the doing of it. Like all men who do good service in the world, or elevate its standard, he kept a high

ideal of the dignity of the work ever before him, and was keenly conscious of the disparity between the meagerness of his performance and the ideal at which he aimed. For worldly gain he cared singularly little; he worked up to a higher standard than that of wealth or display. Mr. Price, one of his pupils at Laleham, thus describes the impression which his character left upon those closely connected with him:—"It was not so much an enthusiastic admiratiou for his genius, or learning, or eloquence, which stirred within them; it was a sympathetic thrill, caught from a spirit that was earnestly at work in the world, whose work was healthy, sustained and constantly carried forward in the fear of God—a work that was founded on a deep sense of its duty and its value, and was coupled with such a true humility, such an unaffected simplicity, that others could not help being invigorated by the same feeling, and with the belief that they too in their measure could go and do likewise."

And this reverence for work was more than a theory with Arnold. More than most teachers he prepared himself for his daily work by previous study of the lessons of the day. We know that teachers fail every day in the year to win respect, simply because they give up study and the reading of all except the lightest literature when they leave the university. Profiting by the example of those, Arnold always met his class in a state of great preparation from fresh reading. Indeed he formed a very definite theory on this subject. He believed that every teacher should retire after some fifteen years' service, because in that period the literature of his subject got ahead of him, and he lost sympathy with the fresh scholarship of the day. He regarded the effects of illiterate teaching as most baneful alike to the pupil's moral nature, and his intellectual progress; for, in leaving him stupid, it made him self-sufficient and sneering.

To understand his influence fully, we would require to follow him into the details of his work both in and beyond Rugby, and to form an estimate of his political opinions, and his relation to the greater movements of his age; in particular, we should have to note his work in the University of London and that of Oxford, the reform that he would effect in the English university system, and the course of training that he would provide for girls; to examine his contributions to history and general literature; to trace the intimacy which existed between him and his under masters; to make a special study of the close alliance which he formed with his celebrated Sixth Class, and learn how, without exempting them from censure if they abused their trust, he utilized its members to carry his individual influence down to every part of the school; to see the extent to which he extended the Rugby curriculum, both by supplanting its elegant scholarship and superficial verbalism by a broader criticism, more earnest studies in philology, and more real research into the spirit of classical literature, and through the introduction of modern subjects, as history and modern languages; and to follow the deepening interest which he took in all his pupils, watching the growth of every individual and reporting periodically on his progress.

This brief sketch will show the massiveness of Arnold's character. Every teacher should make an earnest study of this great man whose influence is still felt in many schools, and which is widening and broadening as the years go on.

THE ALCHEMY OF INFLUENCE.

BY HENRY DRUMMOND.

If events change men, much more persons. No man can meet another on the street without making some mark upon him. We say we exchange words when we meet; what we exchange is souls. And when intercourse is very close and very frequent, so complete is this exchange that recognizable bits of the one soul begin to show in the other's nature, and the second is conscious of a similar and growing debt to the first. This mysterious approximating of two souls who has not witnessed? Who has not watched some old couple come down life's pilgrimage hand in hand, with such gentle trust and joy in one another that their very faces wore the self-same look? These were not two souls; it was a composite soul. It did not matter to which of the two you spoke, you would have said the same words to either. It was quite indifferent which replied, each would have said the same. Half a century's *reflecting* had told upon them;

they were changed into the same image. It is the Law of Influence that *we become like those whom we habitually admire:* these had become like because they habitually admired. Through all the range of literature, of history and biography, this law presides. Men are all mosaics of other men. There was a savor of David about Jonathan and a savor of Jonathan about David. Jean Valjean, in the masterpiece of Victor Hugo, is Bishop Bienvenu risen from the dead. Metempsychosis is a fact. George Eliot's message to the world was that men and women make men and women. The Family, the cradle of mankind, has no meaning apart from this. Society itself is nothing but a rallying point for these omnipotent forces to do their work. On the doctrine of Influence, in short, the whole vast pyramid of humanity is built.

But it was reserved for Paul to make the supreme application of the Law of Influence. It was a tremendous inference to make, but he never hesitated. He himself was a changed man; he knew exactly what had done it; it was Christ. On the Damascus road they met, and from that hour his life was absorbed in His. The effect could not but follow—on words, on deeds, on career, on creed. The "impressed forces" did their vital work. He became like Him whom he habitually loved. "So we all," he writes, "reflecting as a miror the glory of Christ, are changed into the same image."

Nothing could be more simple, more intelligible, more natural, more supernatural. It is an analogy from an everyday fact. Since we are what we are by the impacts of those who surround us, those who surround themselves with the highest will be those who change into the highest. There are some men and some women in whose company we are always at our best. While with them we cannot think mean thoughts or speak ungenerous words. Their mere presence is elevation, purification, sanctity. All the best stops in our nature are drawn out by their intercourse, and we find a music in our souls that was never there before. Suppose even *that* influence prolonged through a month, a year, a lifetime, and what could not life become? Here, even on the common plane of life, talking our language, walking our streets, working side by side, are sanctifiers of souls; here, breathing through common clay, is Heaven; here, energies charged even through a temporal medium with the virtue of regeneration. If to live with men, diluted to the millionth degree with the virtue of the Highest, can exalt and purify the nature, what bounds can be set to the influence of Christ? To live with Socrates—with unveiled face—must have made one wise; with Aristides, just. Francis Assisi must have made one gentle; Savonarola, strong. But to have lived with Christ! To have lived with Christ must have made one like Christ; that is to say, *a Christian.*

As a matter of fact, to live with Christ did produce this effect. It produced it in the case of Paul. And during Christ's lifetime the experiment was tried in an even more startling form. A few raw, unspiritual, uninspiring men, were admitted into the inner circle of His friendship. The change began at once. Day by day we can almost see the first disciples grow. First there steals over them the faintest possible adumbration of His character, and occasionally, very occasionally, they do a thing or say a thing that they could not have done or said had they not been living there. Slowly the spell of His Life deepens. Reach after reach of their nature is overtaken, thawed, subjugated, sanctified. Their manners soften, their words become more gentle, their conduct more unselfish. As swallows that have found a summer, as frozen buds the spring, their starved humanity bursts into a fuller life. They do not know how it is, but they are different men. One day they find themselves like their Master, going about and doing good. To themselves it is unaccountable, but they cannot do otherwise. They were not told to do it, it came to them to do it. But the people who watch them know well how to account for it—"They have been," they whisper, "with Jesus." Already even, the mark and seal of His character is upon them—"They have been with Jesus." Unparalleled phenomenon, that these poor fishermen should remind other men of Christ! Stupendous victory and mystery of regeneration, that mortal men should suggest to the world, *God!*

There is something almost melting in the way His contemporaries, and John especially, spoke of the influence of Christ. John lived himself in daily won-

der at Him; he was overpowered, overawed, entranced, transfigured. To his mind it was impossible for any one to come under this influence and ever be the same again. "Whosoever abideth in Him sinneth not," he said. It was inconceivable that he should sin, as inconceivable as that ice should live in a burning sun, or darkness coëxist with noon. If any one did sin, it was to John the simple proof that he could never have met Christ. "Whosoever sinneth," he exclaims, "hath not seen *Him*, neither known *Him*." Sin was abashed in this Presence. Its roots withered. Its sway and victory were for ever at an end.

But these were His contemporaries. It was easy for *them* to be influenced by Him, for they were every day and all the day together. But how can we mirror that which we have never seen? How can all this stupendous result be produced by a Memory, by the scantiest of all Biographies, by One who lived and left this earth eighteen hundred years ago? How can modern men to-day make Christ, the absent Christ, their most constant companion still? The answer is that Friendship is a spiritual thing. It is independent of Matter, or Space, or Time. That which I love in my friend is not that which I see. What influences me in my friend is not his body, but his spirit. It would have been an ineffable experience truly to have lived at that time—

"I think when I read the sweet story of old,
How when Jesus was here among men,
He took little children like lambs to his fold,
I would like to have been with Him then.

"I wish that His hand had been laid on my head,
That His arms had been thrown around me,
And that I might have seen His kind look when He said,
'Let the little ones come unto me.'"

And yet, if Christ were to come into the world again, few of us probably would ever have a chance of seeing Him. Millions of her subjects, in this little country, have never seen their own Queen. And there would be millions of the subjects of Christ who could never get within speaking distance of Him if He were here. Our companionship with Him, like all true companionship, is a spiritual communion. All friendship, all love, human and Divine, is purely spiritual. It was after He was risen that He influenced even the disciples most. Hence in reflecting the character of Christ, it is no real obstacle that we may never have been in visible contact with Himself.

There lived once a young girl whose perfect grace of character was the wonder of those who knew her. She wore on her neck a gold locket which no one was ever allowed to open. One day, in a moment of unusual confidence, one of her companions was allowed to touch its spring and learn its secret. She saw written these words—"*Whom having not seen, I love.*" That was the secret of her beautiful life. She had been changed into the Same Image.

Now this is not imitation, but a much deeper thing. Mark this distinction. For the difference in the process, as well as in the result, may be as great as that between a photograph secured by the infallible pencil of the sun, and the rude outline from a school-boy's chalk. Imitation is mechanical, reflection is organic. The one is occasional, the other habitual. In the one case, man comes to God and imitates Him; in the other, God comes to man and imprints Himself upon him. It is quite true that there is an imitation of Christ which amounts to reflection. But Paul's term includes all that the other holds, and is open to no mistake.

"Make Christ your constant companion"—this is what it practically means for us. Be more under His influence than under any other influence. Ten minutes spent in His society every day, ay, two minutes if it be face to face, and heart to heart, will make the whole day different. Every character has an inward spring: let Christ be it. Every action has a key-note: let Christ set it. Yesterday you got a certain letter. You sat down and wrote a reply which almost scorched the paper. You picked the cruelest adjectives you knew, and sent it forth, without a pang, to do its ruthless work. You did that because your life was set in the wrong key. You began the day with the mirror placed at the wrong angle. To-morrow, at day-break, turn it towards Him, and even to your enemy the fashion of your countenance will be changed. Whatever you then do, one thing you will find you could not do —you could not write that letter. Your first impulse may be the same, your judgment may be unchanged, but if you try it the ink will dry on your pen, and you will rise from your desk an unavenged, but a greater and more Christian man.

Throughout the whole day your actions, down to the last detail, will do homage to that early vision. Yesterday you thought mostly about yourself. To-day the poor will meet you, and you will feed them. The helpless, the tempted, the sad, will throng about you, and each you will befriend. Where were all these people yesterday? Where they are to-day, but you did not see them. It is in reflected light that the poor are seen. But your soul to-day is not at the ordinary angle. "Things which are not seen" are visible. For a few short hours you live the Eternal Life. The eternal life, the life of faith, is simply the life of the higher vision. Faith is an attitude—a mirror set at the right angle.

When to-morrow is over, and in the evening you review it, you will wonder how you did it. You will not be conscious that you strove for anything, or intended anything, or crucified anything. You will be conscious of Christ; that He was with you, that without compulsion you were yet compelled, that without force, or noise, or proclamation, the revolution was accomplished. You do not congratulate yourself as one who has done a mighty deed, or achieved a personal success, or stored up a fund of "Christian experience" to ensure the same result again. What you are conscious of is "the glory of the Lord." And what the world is conscious of, if the result be a true one, is also "the glory of the Lord." In looking at a mirror one does not see the mirror, or think of it, but only of what it reflects. For a mirror never calls attention to itself—except when there are flaws in it.

That this is a real experience and not a vision, that this life is possible to men, is being lived by men to-day, is simple biographical fact. From a thousand witnesses I cannot forbear to summon one. The following are the words of one of the highest intellects this age has known, a man who shared the burdens of his country as few have done, and who, not in the shadows of old age, but in the high noon of his success, gave this confession —I quote it with only a few abridgments —to the world:

"I want to speak to-night only a little, but that little I desire to speak of the sacred name of Christ, who is my life, my inspiration, my hope, and my surety. I cannot help stopping and looking back upon the past. And I wish, if I had never done it before, to bear witness, not only that it is by the grace of God, but that it is by the grace of God as manifested in Christ Jesus, that I am what I am. I recognize the sublimity and grandeur of the revelation of God in His eternal Fatherhood as one that made the heavens, that founded the earth, and that regards all the tribes of the earth, comprehending them in one universal mercy; but it is the God that is manifested in Jesus Christ, revealed by His life, made known by the inflections of His feelings, by His discourse, and by His deeds—it is that God that I desire to confess to-night, and of whom I desire to say, 'By the love of God in Christ Jesus I am what I am.'

"If you ask me precisely what I mean by that, I say, frankly, that more than any other influence of my father or my mother upon me; more than the social influence of all the members of my father's household; more, so far as I can trace it, or so far as I am made aware of it, than all the social influences of every kind, Christ has had the formation of my mind and my disposition. My hidden ideals of what is beautiful I have drawn from Christ. My thoughts of what is manly, and noble, and pure, have almost all of them arisen from the Lord Jesus Christ. Many men have educated themselves by reading Plutarch's Lives of the Ancient Worthies, and setting before themselves one and another of these that in different ages have achieved celebrity; and they have recognized the great power of these men on themselves. Now I do not perceive that poet, or philosopher, or reformer, or general, or any other great man, ever has dwelt in my imagination and in my thought as the simple Jesus has. For more than twenty-five years I instinctively have gone to Christ to draw a measure and a rule for everything. Whenever there has been a necessity for it, I have sought—and at last almost spontaneously—to throw myself into the companionship of Christ; and early, by my imagination, I could see Him standing and looking quietly and lovingly upon me. There seemed almost to drop from His face an influence upon me that suggested what was the right thing in the controlling of passion, in the subduing of pride, in the overcoming of selfishness; and it is from Christ, manifested to my inward eye, that I have consciously derived more ideals, more

models, more influences, than from any human character whatever.

"That is not all. I feel conscious that I have derived from the Lord Jesus Christ every thought that makes heaven a reality to me, and every thought that paves the road that lies between me and heaven. All my conceptions of the progress of grace in the soul; all the steps by which divine life is evolved; all the ideals that overhang the blessed sphere which awaits us beyond this world—these are derived from the Saviour. The life that I now live in the flesh I live by the faith of the Son of God.

"That is not all. Much as my future includes all these elements which go to make the blessed fabric of earthly life, yet, after all, what the summer is, compared with all its earthly products—flowers, and leaves, and grass—that is Christ compared with all the products of Christ in my mind and in my soul. All the flowers and leaves of sympathy—all the twining joys that come from my heart as a Christian—these I take and hold in the future, but they are to me what the flowers and leaves of summer are, compared with the sun that makes the summer. Christ is the Alpha and Omega, the beginning and the end, of my better life.

"When I read the Bible, I gather a great deal from the Old Testament, and from the Pauline portions of the New Testament; but after all, I am conscious that the fruit of the Bible is Christ. That is what I read it for, and that is what I find that is most worth reading. I have had a hunger to be loved of Christ. You all know, in some relations, what it is to be hungry for love. Your heart seems unsatisfied till you can draw something more toward you from those that are dearest to you. There have been times when I have had an unspeakable heart-hunger for Christ's love. My sense of sin is never strong when I think of the law; my sense of sin is strong when I think of love—if there is any difference between law and love. It is when drawing near the Lord Jesus Christ, and longing to be loved, that I have the most vivid sense of unsymmetry, of imperfection, of absolute unworthiness, and of my sinfulness. Character and conduct are never so vividly set before me as when in silence I bend in the presence of Christ, revealed not in wrath, but in love to me. I never so much long to be lovely, that I may be loved, as when I have this revelation of Christ before my mind.

"In looking back upon my experience, that part of my life which stands out, and which I remember most vividly, is just that part that has had some conscious association with Christ. All the rest is pale, and thin, and lies like clouds on the horizon. Doctrines, systems, measures, methods—what may be called the necessary mechanical and external part of worship, the part which the senses would recognize—this seems to have withered and fallen off like leaves of last summer; but that part which has taken hold of Christ abides."

Can any one hear this life-music, with its throbbing refrain of Christ, and remain unmoved by envy or desire? Yet, till we have lived like this we have never lived at all.

UNIVERSITY EXTENSION IN AMERICA.*

BY EDWIN W. CHUBB.

THE Fourth Summer Meeting of the Cambridge University Extension movement is now at the end of the first half. The meeting continues two more weeks. Over six hundred are in attendance. On Friday evening, August 11th, Dr. Lawrence gave to an attentive audience his views upon the kindred movement in America.

The University Extension movement in America, said the lecturer, began with the individual efforts of Dr. Bemis, who in 1881 delivered twelve eminently successful lectures on Economics in the city of Buffalo, New York. In England the University is backed up the lecturer; in America there sprang into existence, in 1890, a Philadelphia Society that has come to his assistance. To this Society in 1891, Mr. Richard G. Moulton, of Cambridge, England, now of Chicago, gave inspiration. In a few months he worked a kind of revolution in educational circles. From that moment the Extension movement in America has enjoyed a series of uninterrupted successes. In two years American vigor, talent, and money spread the movement from the Atlantic to the Pacific. In America, un-

*Report of a lecture given in Cambridge, England, by Dr. Lawrence, of Chicago Univ., formerly of Downing Col., Cambridge, England.

like in England, there are many universities. There are Baptist, Episcopal, Presbyterian, Roman Catholic Universities [smiles on the faces of the hearers], and there are State Universities. In Wisconsin I remember they have succeeded in doing what we have failed to do, get the interest of the farming class [hearty applause]. The University of Chicago is the centre of which I can speak most knowingly. It stands for high ideals. Its first year's experience in Extension work has been remarkable. Twenty thousand people attended lectures, almost as many as in the old English centres after many years of labor. And as Chicago is only one of a score of centres, the attendance in America must be enormous. No one has gathered the statistics for the whole of the United States, but the attendance must be numbered by the hundreds of thousands and not by the tens.

But in this very popularity lie some of its greatest dangers. What I have written under my own signature in America I may say to-night. While these dangers are not serious yet they do exist. What these dangers are I can best illustrate by several anecdotes. The movement in England had its origin in a revolt against the individual lecture. Yet in Chicago we frequently have letters asking for a course of mixed lectures, say one on Astronomy, two on Biography, etc. A lecturer (the Dr. himself) was asked by the chairman of an Illinois gathering to cut his lecture in two, giving an intermission of twenty minutes to allow a brass band to play. Again, there are cranks in America as well as in England who look to University Extension as a short cut to knowledge. Then, too, there are weak institutions that are using University Extension as an advertisement.

But these are passing evils. In many things the Americans can give us valuable suggestions. The summer meeting is an American idea. The Saturday class, a feature unknown in England, has had great success in America. It is often conducted by a professor of high standing, and differs from the regular class only in being held less frequently. The teaching by correspondence is better, probably because the American is quicker to catch a point. Again, the American does not waste his appliances. If there is a Free Library in the town, it is taken as a matter of fact that that is the place for the giving of the lectures. Here in England we must see endless committees, and beg and explain until we are black and blue in the face, before a public hall is opened to us. In America the Library and University Extension move hand in hand.

The American has not that horror of touching sacred literature that we in England have. No attempt is made to teach dogma, but the results of late research are given. This lecture sometimes is given on Sunday evening in place of the usual sermon. The lecturer closed with the belief that this movement would be an aid in bringing these two kindred nations to a better understanding of each other.

DEFINITIONS AND DEFINING.

BY JOHN SWETT.

1. NEVER require a scholar to give formal definitions of simple words whose meaning is already well enough known.

2. Train your pupils at an early age to the habit of referring to the school dictionary for definitions.

3. Mark any difficult words in the advance reading-lesson, and require pupils to find out the dictionary definitions.

4. Give out, once or twice a week, a list of five words to be defined at the next lesson.

5. Require each pupil to bring into the class one word, define it orally, and use it in a sentence.

6. If a spelling-book is in use, call attention in every lesson to the meaning of every word not likely to be fully understood by the class. Call for volunteer definitions by the pupils; and if they fail, give a definition yourself. Then require the word to be used in a sentence.

7. Exact and full definitions should be required, in general, only from advanced pupils when they have gained the knowledge necessary to frame definitions, or to understand *why* they are so framed.

8. A simple explanation by a pupil of the *use* of a word is often better than a formal dictionary definition.

9. Beware of defining a word by means of a synonym equally incomprehensible. The profound scholar who, in addressing a class of little children, made use of the word *abridgment*, and then explained its meaning by using *epitome*, was a poor teacher, though a classical scholar.

10. The following hints about definitions in general, in the various school studies, are taken from Currie's *Common School Education:*

"Elementary instruction should, therefore, not *begin*, but *end*, with definitions. But, on the other hand, since the definition of a thing is that conception of it with which alone the mind can go forward to any higher knowledge concerning it, the teacher must contemplate its use in due time. He may introduce it almost from the first, if he keeps it in its proper place and within proper limits. As the pupil advances, his training should make him more capable of forming definitions."

PROMOTION OF PUPILS.

ONE of the most vexatious problems which meets superintendents of schools and principals just at the present time is that of how best to promote pupils from one school grade to another, doing justice to the pupil and at the same time giving satisfaction to parents and guardians.

One plan which is attracting attention, and one which certainly has great merit, is that which has been adopted by Superintendent Wise of the Baltimore schools. In that city principals furnish the superintendents with a list of all pupils in each grade, stating age, residence, number of days' attendance, etc., arranging these in three groups.

First, such pupils as are unqualifiedly recommended for promotion, without examination; second, those unrecommended, but who have been examined, with the results of such examination; and third, the remaining members of each class or grade. Those of the first class are promoted on the strength of the principal's recommendation; those of the second class will be promoted, if their parents desire it, if they succeed in passing a satisfactory examination, while those of the third class will do the work of their grade another year.

By this plan every pupil who is fairly entitled to promotion, in the judgment of the principal, is placed in the first class. And those concerning whom the principal is doubtful are entitled to promotion if they can successfully pass examination tests. This at once removes that most fruitful cause of complaint on the part of parents, viz., injustice to their children in failure to promote.

The principle is the same as that already adopted in some of our Massachusetts cities in what is known as double promotion, and which operates very successfully. The course of study for the nine years of primary and grammar school life is arranged according to the capacity of the average pupil, but there are considerable numbers who have no difficulty in mastering the course in eight, seven, or even six years.

To enable them to do this, it has become the custom to promote them from one grade to another in the middle of the school year, whenever in the judgment of the principal they are qualified. This double promotion is made without examination, and the plan works most successfully. If this can be done in the case of double promotion, why may it not be in the case of single, where the questions involved are simpler? The Baltimore plan certainly has merit.—*Boston Traveler.*

AN OLD SETTLER.

THE geologists agree that many thousands of years ago—they do not agree on the number of thousands—great ice fields, like immense glaciers, moved slowly out of the North over a large part of the United States and Europe. These glaciers were so thick that they have left on the top of the White Mountains boulders which they had carried hundreds of miles, and they had much to do with shaping the hills and valleys of New York, Pennsylvania and New England. The marks made by these glaciers as they ground and crushed their way over the rocks are still plainly visible in many places, and it is easy to trace the large boulders they carried northward to regions where such stone occurs in large quantities.

Those were days of great things, and among the huge creatures that roamed about in the region of the advancing glacier was the *Elephas Americanus*, or American elephant. Part of the skeleton of one of these animals has just been unearthed at Carl Junction, Missouri, and sent to the Washington University. These bones show this animal to have been from twenty-five to thirty-five feet long, and fifteen feet tall. It fed on trees and bushes, and a wagon-load of pine branches and cones would have made a light supper for this monster. Its molar

teeth had grinding surfaces nine by four inches in size, and its tusks were nine feet long. Coarse long hair covered the big fellow from head to toes, and a drove of such animals must have been an imposing sight, even in the presence of the mighty glaciers.

In a cave in France has been found, scratched on a bit of ivory tusk, a rude picture of one of these prehistoric mammoths. This picture is supposed to be the oldest known, and was made by some man or boy who was more clever than his fellows, but who lived in a cave, ate raw meat, and wore scanty clothing made from the untanned skins of wild beasts which the filthy and savage men of those far-off times killed with clubs and stones. It may be, therefore, that human beings saw the living animal, pieces of whose skeleton were dug the other day from beneath twenty feet of soil out in Missouri. —*Harpers' Young People.*

TWO, TOO, TO.

THE words two, too and to are never too well known, and frequent and thorough drill is necessary to make the child perfectly familiar with them, so that no mistakes occur when they are used in writing.

The use of the words in phrases and sentences is valuable, and helps to impress them upon the mind. Let one exercise be to make phrases with two:

two boys,	two tops,
two girls,	two windows,
two pencils,	etc.

Following this have similar exercises with too and to:

too late,	to come,
too early,	to go,
too warm,	to have,
too cold,	to get,
too long,	to ask,
too short,	to wait,
etc.	etc.

After such drill with phrases, test exercises may be given with sentences like the following, in which blanks occur to be filled with two, too, or to, as the meaning requires·

I was——late for the train, so I could not go——the city.

There were——apples in the dish and I gave one——Mary.

I went——far south and had——ride ——miles farther.

He filled——pails——full of water——carry them.

It is——cold——go——miles, to-night.

DWELLING IN DETAILS.

THERE is nothing which distinguishes greatness in any direction more than the ability to rise from the consideration of petty details or facts to the wider truths or deeper principles on which they rest. This is entirely different from the habit of mind which passes by details with something of contempt for their insignificance. Nothing is really insignificant; every event, however trifling, every fact, however small, has its own importance; but some people dwell all their lives among them, discuss them volubly, and allow them to absorb all their thoughts and their interests, without ever discovering their real meaning, because never referring them to general laws, or tracing their relation to universal truths.

In the matter of health, for example, nothing is more common than to dwell on the details of fancied symptoms and possible causes, and to remain forever a mere experimenter, for the lack of that power which would classify, arrange, and refer these particulars to the general laws of the physical system. Leigh Hunt is said to have "indulged freely, night after night, in a thoroughly indigestible supper, of anything which accident or circumstance might have suggested, recommending it eagerly as the most wholesome of eatable things; then, after a week or so of indulgence, he would have brought on a fit of indigestion, upon which he would abuse the cause of his illness up hill and down dale. When better, he would adopt something else, with similar praise, blame and result." Many of us may recognize ourselves in this portrait, not only with regard to diet, but medicines and physical habits generally. A whole life spent in such futile experiments would be worth far less than a single hour of study, or even intelligent thought, upon the general laws of the body and the best way of adapting means to supply its needs.

The same habit is often fatal to success in the various occupations of life. The mechanic, whose thoughts never rise above the routine work he has learned,

who sees in his tools no higher possibilities than he extracts from them, who cares nothing for the causes and principles which underlie his labor, will never rise to eminence, or even make any marked improvement in his work. The tradesman who lives only in the details of his own little round of buying and selling, who does not see them to be parts of a great commercial scheme, or govern them by the laws which uphold all mercantile interests, will never become an honored and successful merchant. The politician who cannot raise his eye above the temporary triumph of his party to the solid prosperity of his country, can never be a great statesman. The student who accumulates much knowledge, but has no force of thought to digest it and make it available, will never become an eminent scholar. To become truly great, or even thoroughly successful in any calling, it is as needful to acquire the power of viewing it in its wholeness, and of tracing its relation to the great interests of humanity, as to perform well that part of it which falls to our share.

To dwell perpetually in petty details is as injurious to the moral life as to the intellectual or industrial. It takes a broad outlook and a deep insight to distinguish clearly between right and wrong. If we are constantly occupied with discussing special actions, we shall fail to discern their true character. We must trace them back to the inward principle from which they spring, and forward to the results they will promote, if we would judge them justly. How much of the harsh censure we bestow upon the acts of others would melt away under the broader view? Necessarily the petty details of our lives are those which cluster most intimately around ourselves, and if we constantly dwell in them, we cannot avoid growing narrow and selfish. But when we rise to that higher realm of thought and vision, in which we view ourselves and our little interests as only a small fraction of that humanity which claims our respect, our regard, our sympathy and our efforts, then alone can we gain true ideas of our relative duties to self and to others. If we are ever to be improved it must be by being liberalized in thought, enlarged in sympathy, deepened in purpose. Growth or expansion is the end of all culture and the condition of all power. Whatever has in it the principle of life, be it plant, animal or man, can acquire firmness and force only through growth, and the moral character is no exception. If, then, we would improve morally and spiritually, we must ascend from the petty and selfish details of events and circumstances, and stand on that higher eminence from which we can see them in their true relations to everything else. We must cherish the principle of disinterestedness, from which alone the golden rule had its birth, and which alone can make it the principle of our social intercourse. Let us then, while not despising details, refuse to dwell in them; let us give them their true value as parts of a grand whole; single notes in a chord, the harmony and unity of which it is our highest duty and privilege to discover.

PURITY OF HEART STRENGTHENS THE MIND.

It is a favorite theory with certain persons that the varying grades of good and evil conduct are the direct results of varying grades of intelligence and foresight on the one hand, or ignorance and imbecility on the other. It is assumed that it is only because a man does not know the results of a wrong-doing that he ever commits it—that if he could be shown clearly how very preferable in every way is the right path, he would always walk in it. The one and only measure they have faith in for reforming bad habits or correcting impure desires, is the enlightenment of the mind, and they look to the spread of education among the masses as the sole means of diminishing vice and crime in the community.

Now it is undoubtedly true that, as a general thing, intelligence and morality do go hand in hand, while weakness of mind and strength of passion are frequently found united. But this association by no means implies the entire dependence of the latter upon the former. Were this so, the union would be perfect in every case, and the alliance could never be broken. But we all know many instances where intelligent and even highly educated people fall victims to temptations of various kinds, knowing perfectly that they are ruining their own character, and sowing seeds of distress among their fellowmen. How many efforts have been made by the friends of such persons to appeal to their reason, to convince their understanding, to reinforce their judg-

ment, to persuade them of the folly of their course! And how often have such efforts, while leaving an impression of their justice and truth, yet utterly failed in influencing the conduct or reforming the character! It is not mental ability, nor knowledge, nor prudence, nor sagacity, that they need, but rather the moral power to break a bad habit, or to resist temptation. And, to come down to the ordinary affairs of daily life, which of us is not daily conscious of doing and saying things that we know quite well would be far better left undone and unsaid?

Indeed, so far from good or evil heart and conduct being dependent upon the mental condition of the doer, it is more often the case that the latter is largely moulded by the former. Strong passions eclipse the reason; impure desires darken the judgment; selfishness clouds the mind; ambition and fear and hatred make it impossible for thought to flow calmly or the faculties to work intelligently. How many opinions, loudly proclaimed and firmly maintained, owe their origin to the desire that they should be true, rather than to the calm and earnest quest for truth itself! Self-interest, or the hope of name and fame, or the violent party spirit, or the fear of consequences, may, any or all of them, prompt this desire and render impossible that tranquil and impartial state of mind which alone can weigh evidence and arrive at clear convictions. Indeed, many of the arguments by which men uphold their preconceived conclusions, or excuse their doubtful conduct, are in themselves so puerile that were they not so completely under the influence of anxious solicitude they would themselves be ashamed of having adduced them. James Martineau says truly: "The moral habits and tastes of men form their opinions much more frequently than their opinions form their habits, so that often their theoretical sentiments are little more than a systematic self-defence after the act, and afford an approximate index to the character of them selves and the society in which they live."

On the other hand, purity of heart and life gives a clearness to the mental horizon that nothing else can. We do not say that heartfelt integrity and virtue will make a man intelligent or learned, but we do insist that they will clear away a vast number of the shadows and clouds that now prevent him from becoming so. A simplicity of aim, a singleness of purpose, a freedom from prejudice or selfishness or vicious desires, leaves the mind untrammelled in its activities and unbiased in its search for truth. In the jury that is called upon to decide questions which involve the life or liberty of a fellow creature, the main requisite is a freedom from strong affection or prejudice that shall induce a hope or wish for either decision. This, it is well known, will inevitably interfere with the clearness and acuteness of judgment so essential to one who has to weigh evidence. Here also lies the great value of arbitration in cases of dispute, whether personal or national. Each of the interested parties looks at the matter from the standpoint of his own wishes, which is, of course, antagonistic to that of the other; consequently agreement is impossible. The arbitrator, on the contrary, brings a fresh and disinterested mind to the question at issue; and although his native capacity may be no greater than that of the others, his ability to see the justice of this particular affair is very superior to theirs.

The cold heart, however impartial, cannot give the impetus to the intellect that the fervent impulse of a true and honorable soul will inspire. It is the glow of interest in the truth and love for the right which can best and most surely find out what *is* true and right, and follow it when found. Let us then never forget that while the spread and increase of intelligence is always on the side of virtue, yet, without good feeling, pure aims and right conduct, we cannot hope for a strong intellect, a sound judgment, or a clear mind.—*Public Ledger.*

BEWARE THE CAMEL'S NOSE.

THE Arabs have a proverb to teach the danger of trifling with the beginning of a bad habit: "Beware of the camel's nose." Mrs. Sigourney illustrated the proverb in the following lines:

"Once in his shop a workman wrought,
With languid hand and listless thought,
When through the open window's space,
Behold a camel thrust his face.
'My nose is cold!' he meekly cried,
'Oh, let me warm it by thy side!'

"Since no denial word was said,
In came the nose, in came the head—
As sure as sermon follows text,
The long and scraggy neck came next;
And then, as falls the threatening storm
In leapt the whole ungainly form.

"Aghast the owner gazed around,
And on the rude invader frown'd,
Convinced as closer still he pressed,
There was no room for such a guest:
Yet more astonish'd heard him say:
'If thou art troubled, go thy way
For in this place I choose to stay.'

"Oh, youthful hearts to gladness born,
Treat not this Arab lore with scorn!
To evil habit's earliest wile
Lend neither ear, nor glance, nor smile.
Choke the dark fountain ere it flows,
Nor e'er admit the camel's nose."

THE TEACHERS' INSTITUTE.

WHAT A GOOD INSTITUTE DOES.

IT may be that three-fourths of the teachers in the country are working faithfully for the most part, but with little or no adequate idea of the results which should be obtained, or the correct way to reach them. These teachers, millions of children, and the people of this country, still need a Horace Mann to tramp up and down the land, warning, entreating, expostulating, beseeching, arousing, inspiring, demanding that the children be properly educated. This end must be reached. *The destiny of this nation hangs upon the issue of universal education.* The attainment of this result depends wholly upon the high aims, right methods, true principles and real power of educated, trained teachers. The Institute is one of the agencies through which these results are to be reached.—*Supt. A. G. Lane.*

WHAT SHOULD BE FOUND IN IT?

To gather the teachers of a county for one, two, three or four weeks, and "drill" them on arithmetic, etc., does not make a "teachers' institute" of the gathering. The gathering of teachers, to be a "teachers' institute," must have the real spirit of education present; there must be an earnest desire to advance in ability, to benefit morally and mentally the growing generation; and there must be appropriate means employed to reach the desired ends.

1. Those who assemble should possess the spirit of teachers—the spirit of helpfulness.

2. They should be morally and mentally ready to receive the instruction that is given.

3. The instruction should be that which will help them to teach. It is often such as fits them quite as much for the trades, the shops, or the stores.

4. The one who teaches them should understand education practically and theoretically.

5. Instruction in the best methods of teaching should be given—*based on principles.—N. Y. School Journal.*

MAKE A SCHOOL OF THE INSTITUTE.

The Institute may be a school or a congregation of teachers. It is a bad state of things when it is the latter. The teachers must be blended into a homogeneous mass, and have fixed aims, and have a definite mode of reaching those aims. It is too often the case that precious time is wasted in miscellaneous talk—one talks to the teachers; another tries his hand; all this random talk is simply a waste of time and opportunity. Men are often introduced by the County Superintendent who have nothing whatever to say that can benefit the teachers; these men unfortunately can consume as much time as though they were Solomons. They proceed to talk, and the poor teachers can only wait patiently for them to get through. Talking without teaching is the weakness of the institute. We suggest:

1. To make a school of the institute; call the roll at each session; or better, to save time, give each one a ticket having the number on it that one bears on the roll; as they enter each day let them hand in a ticket; let each have a certain place to sit. Call every absentee to an account.

2. Have a regular programme and adhere to it. Provide for music, rests, calisthenic exercises, etc.

3. See that all have note books, and require the lecture, etc., to be written out in blank books; examine all these books critically as to expression, penmanship, etc. Those who sit without a pencil and note book are getting little good.

4. Bring the institute to a high plane of thought. Make them think; there is a great deal too much weak, wish-washy talk. Of course you must have a man of ability as conductor.

5. See that the teachers understand what is said.

6. Draw the teachers out; if they won't talk and ask questions, mark the institute as a failure.

7. Discuss practical matters.

8. Shut out all those who know nothing about practical teaching; there is

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many a good clergyman, lawyer, and doctor, who never thinks on education, and yet is glad of an opportunity to talk on education. Give all this class of people a chance at the "Reunion," held on the last evening.

9. Aim to have the teachers go away feeling that the institute was profitable in the highest degree to them.—*Wisconsin Journal of Education.*

TO MAKE THE INSTITUTE A SUCCESS.

The real success of the institute, judged by its effect upon the common schools of the county in which it is held, will depend almost entirely upon the conductor and instructors, and the views which they entertain regarding the true aim and object of the institute. This statement, if true, places a grave responsibility upon those who are placed at the head of our institutes; but it is a responsibility which cannot be avoided; and no man or woman ought to enter upon the very important work of teaching in an institute without appreciating, and endeavoring to realize in some measure, the vast importance of the interests which are committed to him. Allow me to explain my meaning. That conductor, or instructor, who, at the end of the session has simply succeeded in convincing the members of the institute that he is a pleasant, agreeable gentleman, that he thinks well of them individually and collectively, and that they have had a good time during the term—if this be the chief impression at the close—there has been one instructor who has failed to understand the far-reaching interests which the work ought to have comprehended. Might there not have been found, in any past year, instructors—and conductors—whose chief concern on any given morning was that the institute day would pass away pleasantly?

Again, the conductor or instructor who makes of the institute a valued opportunity to show the extent of his information, or his ability to discuss at length any subject, simple or abstruse, may excite the wondering admiration of a few thoughtless ones, but he will have done but little real good—to himself or to the members of the institute. He will have failed to understand the importance of the work intrusted to him.

Once more, the conductor who is content to discuss the important topics in mental philosophy in a careless, superficial way; who seems willing to devote the time to curious, perhaps flippant, discussions of those important subjects which constitute the elements of mental growth and development of mind, surely fails in so much of his work. I am sorry that it is so, but observation leads me to believe that many a teacher enters the class in didactics, not so much because he realizes the great importance of a knowledge of the subjects to be discussed; but because he will be in a class in which curious, ornamental matters will be the basis of conversation—because he will be in a class patronized by a select few. Every lesson in didactics should be made intensely practical; no subject should be passed without the enforcement of an answer to the question, "How does this concern me and my work as a teacher?" The conductor will fall below his opportunity if he fails to show that all true teaching must be based upon the laws of the mind as it exists in boys and girls.

Lastly—and I am aware that this is in some respects a matter of conflicting opinion—the conductor or instructor will not accomplish that which was expected from the county normal institute if he is satisfied in any branch with purely academic instruction. It is true that such instruction is still needed by many, and it may be that it cannot yet be put largely to one side; but still my ideal institute would be one in which there is given just enough of such instruction to illustrate the best and most successful method of teaching. How much of true normal instruction is there in a lesson of thirty-five minutes devoted to solving, or attempting to solve, an example in partial payments? What kind of normal instruction can be given in a recitation-hour spent in wrangling—probably in a good-natured way—over the parsing of a word or the painfully nice analysis of a sentence? What good does it do the teacher, as a teacher, to recite, or hear others recite, a long and minute account of some well-worn topic in history! And, in the same connection, it seems appropriate to mention the subject of physiology. Any teacher who deserves the name of teacher can, if he will, learn this subject for himself. But every person who will have charge of a school next year will *not* know how best to teach the subject; will *not* know how to teach that part of the subject which concerns the health and bodily welfare of his pupils; and it should be the work of the institute to give him needed instruction.

It is believed that every teacher knows the importance of sobriety, and practices it in his daily life. His example in this matter is what it should be, but teachers are expected to be exemplary in all things; hence his instruction in temperance must not stop with the good example he furnishes. He must understand that the law compelling him to teach temperance in a scientific way, is mandatory in "all schools supported by public money." It is properly the work of the normal institute to instruct the teachers as to how to teach this important thing; and this instruction should be as full and complete as are the directions given concerning any other branch which they will be called upon to teach. Looking at the tremendous interests involved in this question of scientific instruction in temperance, and considering the unequivocal terms of the law requiring that it be taught, I am sure that I am warranted in urging institute instructors to give the subject the attention that its importance demands, and to furnish teachers as thoroughly as they possibly can with the best methods of instructing in turn their own pupils. Law and justice both demanded that it be so taught; and it *can* be so taught; can be taught wisely, fairly, honestly, without offending any.

It should be borne in mind by all—superintendent, conductor, instructors and teachers—that this is not, in many States, merely a matter of sentiment; it is a matter of law; and as such must be given that attention which is contemplated by the law, by the teacher who would do his full duty.

True as it is that the amount of lasting good certain to result from the coming institutes cannot be estimated, so true is it that not one institute will be, when it has been finished, pronounced entirely satisfactory by all. This is neither to be expected nor hoped for. Indeed, the very best institute workers are usually found among those not satisfied at the close of a week's institute with what has been accomplished. Believing that suggestions regarding the coming institutes will be read and then taken for what they may be worth, I offer the following:

First: It is not wise to devote the entire first day of an institute to preliminary work. My own experience leads me to believe that is well to have *all classes* recite regularly on the first day. It may be, and probably will be, found necessary to shorten each recitation five minutes, in order that recitation rooms may be decided upon, and movement of classes be determined, but all this will take less time than might be supposed. The superintendent who wishes his teachers to learn the importance of beginning work when the time set for it arrives will easily manage the matter of enrolling names. It is wrong in theory and harmful in practice to devote the first day of an institute to complimentary introductions, unheeded exhortations, and tedious explanations.

Second: The success of an institute is not to be judged by the number in attendance. Of course, it is true that all good teachers will attend—not if convenient, but if they possibly can manage to do so—and the county superintendent ought to urge upon all teachers the importance of attending; but it is, in my judgment, a bad practice to invite boys and girls to enroll as members, simply to better the condition of the normal institute fund. I mention this because I know such a course has been pursued in more than one instance.

Third: The work of the institute should be so arranged that the conductor may be such in fact, and not such in name only. I venture to make the assertion that in more than one-half of last summer's institutes, a visitor could have pointed out the conductor only by noticing who had charge of the opening exercises, and who dismissed the teachers at noon. Even if the conductor is necessarily busy at classwork a large part of the time, he should make opportunities for frequent consultations with the instructors, to receive from them reports of the work, and to give such directions and advice as his presumably larger experience would render valuable.

Fourth: The teachers in attendance should be in the matter of respectful attention, continued industry, and decorous behaviour, just what they would expect and try to enforce from their own pupils. This statement holds good even when applied to a strict observance of the minutest rules established for the government of the institute. "Put yourself in his place," is a very good quotation for all to remember; and I have no doubt many a pupil, within the school year just closed, would have escaped a stern and severe reprimand for such offenses as tardiness, whispering, and listless inattention, had

his teacher but remembered clearly his own daily record while attending the last institute.

Fifth: Some of the older teachers—in about every county—may not consider it worth while to attend the institutes this summer. To those who entertain a fixed opinion that attendance would be of no benefit to them, it is useless to speak; their views are probably correct. But to those who really wish to be benefited, the poorest institute in all their State—and that will not be in the county of the teacher who reads this—will not fail to afford abundant opportunities. Even if it were possible for an experienced teacher to attend without being personally benefited, still he ought to attend for the purpose of encouraging and aiding those not so well equipped as himself. But I feel like saying here, that the most obnoxious persons I have ever found in any institute were those who took pains to show that their presence was to be regarded as a matter of approving, generous, self-sacrificing patronage.—*Supt. Geo. W. Winans, in the Western School Journal.*

ON KEEPING UP WITH THE CHILDREN.

SHE was a woman of middle age, thin and plain, with no claim to beauty except the eager dark eyes shining starlike from the wistful, care-lined face. Twenty years ago she had slipped her trustful hand into that of another, and counting the world well lost for the sake of her love and faith, had entered upon a life of such toil, privation, and heroic endurance as only women in frontier settlements, amid primitive conditions, know.

"I have tried my best," she said, simply, "to keep up with the children. Father and I resolved, when our first boy was a baby, that, stint and scrape and contrive as we might, we'd educate all that Heaven sent us. And we have done what we could. I wasn't willing that my children should get ahead of me; I've tried to study their lessons with them, and to enter into their feelings. I don't want them to outstrip me in the race."

This mother had been one of those to whom early rising and late retiring had been always essential, in order that the routine of the house-work should not suffer. In that part of the country where she lived, hired help for domestic purposes was almost unheard of, women did their own work, a neighbor's daughter sometimes lending a kind hand in an exigency, and the men of the family doing their share at need. In her determined effort to keep step with her children in their intellectual development, she had in another direction builded better than she knew; for the children, boys and girls alike, had early been pressed into her service, and had, as she explained, "taken hold" of whatever was to be done. The boys could make beds and set tables as well as draw water and split wood. The girls were facile housekeepers, with a practical knowledge of cooking and laundry-work—in American society as essential in the outfit for life to the richest as to the poorest. Though the living in the household was plain, it was abundant, and the ideal set before the family was something nobler than a mere strife for wealth. Everything was open and above-board. Books were read and prized in common, and so much was going on to interest everybody that there was no temptation to devour poisonous tidbits in secret. So it came to pass that the keeping up with the children brought great good in its wake.

At last a day dawned when the mother felt as if the first stone had been set in a wall of separation. Two of her brood had found their wings. A daughter was going to college. A son was entering upon a business career. The little wistful woman yearned to keep pace with them both, yearned perhaps to ordain the pathway of both, as she always had done. But it was inevitable that there should be some parting of the roads. Brave as she was, she kept down a heartache under her cheery show of courage.

"Have comfort, dear," said an older friend, who had been through a similar experience. "The children will never outgrow you; you had a twenty years' start of them. And you have so disciplined your mind, and trained your heart, and elevated your thoughts above the daily rut, the fret, and the stir, that you dwell in a serene atmosphere, favorable to expansion of every faculty. They may acquire *facts*, but they will fly like honey-laden bees back to the hive. The mother who has kept pace with her children from babyhood to adolescence will never lose them."—*Harpers' Bazar.*

THE POETIC IN CHILDREN.

BY BURRILL WINSLOW.

IT is a mistake to suppose that children are without literary taste, yet such a mistaken notion seems still to sway the popular mind. As evidence of this we have volumes in which the cream of literature has been diluted and disguised that it may form "fit food for children." Children, far more than their elders, have a keen appreciation of beauty wherever found, and a milk-and-water literature offers to them no charms. Even the veriest street Arab has a rude instinct for the classic, amazing to those unfamiliar with his genus.

You can better afford to shoot over children's heads than those of any other class of people. They like it; and it lifts them to higher levels, just as all minds are lifted towards those unattainable heights of greatness which they can only dream of reaching. If any teacher would test the rashness of these statements, let her read, with proper appreciation of its grandeur, to pupils of even primary schools, Lincoln's speech at Gettysburg. Doubtless the last boy from whom she would expect such opinions will say, "That is fine! I like that!"

If children do not read the best books, it is not because they do not know good literature, but because they do not know where to find it. They will gladly read such when given to them.

To regard children without poetic insight is still greater fallacy. Their daily life is the very poetry of existence. The mature mind ground down by toilsome routine is alone capable of common-place prose; and if in the living of it, how much more in its appreciation. Believe it, the child-mind has a native taste for poetry, true as that of the connoisseur. Your own poetic feeling may be quickened and enhanced by study with these youthful critics.

To be practical, a teacher not a thousand miles from the "Hub of the Universe" gave as a study, to a class averaging upwards of ten years, Lowell's "First Snow Fall." It was an experiment and a revelation. Even the most obtuse child could see a picture in every line; and all astonished themselves and their teacher by their happy expressions. To select the line he liked best, and tell why it was his favorite, was a delight to each.

"I like best," said little Emma, "'the poorest twig on the elm tree,' because it was a poor little twig, and when it was all covered with snow it looked just as nice as the best ones."

"I thought of a mound in sweet Auburn," was what Johnny selected, "because," he said with a tremble in his voice, "it makes me think of my brother that is dead." Johnny was only a gamin whom you would not suspect of sentiment.

In the next stanza Johnny preferred, "I told of the good All-Father," because it made him think of God. In the majority of cases the children selected the most poetic line.

The teacher, who before had been in a perfect swamp of discouragement because she had such a hard school, felt herself raised to the "seven millionth heaven," and became a different being. She resolved to start her class in literature right away, and that she would either get the city to furnish, the children to buy, buy herself, or otherwise procure, a note-book for every child, in which each week some gem of a poem could be neatly copied and committed to memory, so that by the end of the term seven or eight beautiful masterpieces of literature would belong to those children by right of conquest, and all should be fairly launched on that delightful voyage which leads at length into the world of books.—*The American Teacher.*

SHOWING THE SPECTRUM.

BY W. W. DEATRICK.

OF all physical phenomena those of color are among the earliest to attract the attention of the child. As he grows older the rainbow never fails to please, and in school-day years the production of the spectral band by means of a prism is an experiment pre-eminently fascinating.

For the production of the solar spectrum a darkened room and bright sunlight passed, as a beam, through a narrow slit, are ordinarily supposed to be indispensable. While a cloudless sky, a southern exposure, means for darkening the room, the admission of the sunlight through a narrow slit, and after the passage of the beam through a prism, the reception of the dispersed rays upon a screen or on the wall or ceiling, are in

many respects desirable, they are by no means necessary. It is true that the greatest dispersion and the most brilliant effects are to be obtained under such circumstances. But it often happens that it is difficult or inconvenient thus to darken a school-room. Often the windows open in the wrong direction, for example to the north. How often a teacher has wished to show the spectrum to his class, but when the teacher and class were ready there was no time to darken the room, or the sun was shining in the wrong direction, or the sky was overcast with clouds. Recently "rainy-day spectrums" of colored papers have been provided for the teaching of the spectral colors; but while these have their use, they are far from affording the satisfaction given by a glimpse at the genuine article.

But it is still possible to observe the real spectrum without the foregoing accessories, and in a very simple way. The method is so easy that no teacher should allow the subject to be passed without performing the experiment for his class. Place a black book, or better still a piece of black velvet, on the window sill or on a table between the eye and some source of light. On the book or velvet lay a strip of white paper about a quarter of an inch in width and an inch or so in length. Holding a prism between the eye and the paper (in the case of the vertical prism, to one side or the other of the line joining the eye and the slip of paper, and in case of the horizontal prism, with the apex of the prism downward and below the line of sight), look through the prism at the slip of paper. The spectral colors will then appear with great distinctness—a narrow band, it is true, but so brilliant as to compensate fully for the less degree of divergence. If the experiment is performed in full sunlight the colors are exceedingly brilliant, but on a cloudy day, and even when rain is falling, a very satisfactory spectrum may be obtained in this way.

A prism, too, is within the reach of every teacher. A favored few may be able to secure the costly bisulphide of carbon prism used in most delicate research, and costing seven dollars and more. But good glass prisms may be had cheaply. A four-inch flint or crown-glass prism may be had for forty cents. Fifty cents will buy a larger one. Queen & Co., of Philadelphia, or Eimer and Amend, of New York, will furnish them at these prices. W. A. Olmstead, 182 Wabash ave., Chicago, or No. 9 West 14th street, New York, advertises prisms three inches, four inches, and six inches in length, for twenty, twenty-five, and fifty cents respectively. But that no one may do without a prism by reason of its cost and that color may be taught objectively in every school, the Milton Bradley Company, of Springfield, Mass., have brought out a series of cheap prisms which they sell, No. 1 for ten cents, No. 2 for fifteen cents, and No. 3 for thirty cents. It is possible, too, for one who is at all handy with tools to construct a water prism, with glass sides, at practically no expense at all. Directions for making such a prism may be given at another time.

Kutztown, Pa.

NEW PERIL TO CHILDREN.

BY GEO. G. GROFF, M. D.

THE recent action of the Pennsylvania Legislature making text-books free to the children in the public schools, carries with it a peril to which the attention of directors and teachers should be early directed. The danger is the spread of contagious diseases by the use of books which have been used by children suffering from such diseases. To illustrate: Should a child having diphtheria be permitted to use its books while sick, these would be contaminated and capable of giving the disease to the first susceptible child into whose hands the book should be placed. During the last school year this matter came before the school authorities of Brooklyn, as the following from the New York *Sun* will show:

Dr. Thomas L. Wells, Dr. Skidmore Hendrickson, Dr. John Walker and other physicians in Brooklyn have directed the attention of the educational authorities of that city to the danger to the health of the children in the public schools arising from the indiscriminate use of text-books. Dr. Wells said: Public School 41, at New York avenue and Dean street, is in my neighborhood, and I am familiar with it. There is something significant in the fact that diphtheria should break out in that particular school every winter.

The plumbing is good, and I think there can be no doubt that the constant recurrence of epidemics must be due to the use of school books which have been used by former pupils who have had diphtheria. I have had fif-

teen or more cases of diphtheria from this school, and I know that other physicians have had fully as many each winter.

Superintendent of Public Instruction Maxwell said: This is the first time this matter has been presented to this Board. The use of books formerly used by pupils who have been ill with contagious or infectious diseases will be stopped. Such books will be destroyed.

The Pennsylvania State Board of Health, at a recent meeting, passed a resolution advising that all books which had been exposed to the contagion of diphtheria, scarlet fever (or scarlatina), diphtheritic sore throat, small pox, cholera, yellow fever, or other contagious disease, *should be destroyed by fire.* The matter is an important one, and should receive attention.

QUEEN'S SCHOOL AT BURANO.

BY MRS. N. C. SCHAEFFER.

BEFORE a case in the Woman's building at Chicago stands a guard day and night. If you speak to him in English he shrugs his shoulders, in foreign fashion; address him in Italian, and he replies in the melodious accents of that musical tongue. He is guarding the laces loaned for exhibition by Her Majesty, Queen Margherita, of Italy. Many of these laces are worth $1,000 a yard. They have been worn by royalty on the most important state occasions. One is particularly important because it served in the room of the palace of Turin where King Victor Emanuel was born, under whose beneficent reign the States of the Peninsula were consolidated into a united kingdom.

The art of lace-making almost shared the fate of one of the Gaelic dialects which became extinct through the recent death of an aged woman, who was the only woman still able to speak it on the face of the earth. The stitch used in making the finest laces was known to but one woman living upon the Island of Burano. The Queen gave her a pension, established a school under her upon the island, and loaned her own laces to the pupils for study and imitation. By this means lace-making was rescued from the list of the lost arts. The laces made by the pupils of this school are also on exhibition. The young women who work on this art earn 3 francs a day—good wages for a land overcrowded with population.

One of the laces is a deep flounce representing ladies swinging; another contains illustrations of animals, taken from Æsop's fables. One of the royal laces was made especially by order of Napoleon I, as a present for a cardinal, and represents great medallions containing flowers and doves on a fine tulle ground, held together by bows and garlands of ribbon on a large mesh ground. The shading of the flowers, one petal being made in close stitch and the other in sheer stitch, was an innovation of the year 1807 and gave rise to much criticism, but had so lovely an effect that it permanently established itself in lace-making.

Laces are for beauty and not for comfort. Royal children, who are almost smothered in them, may well envy the freedom of motion which the unclad child of the peasant enjoys under the sunny skies of Italy. In all that relates to comfort, the fabrics spun by modern machinery furnish the middle classes with robes and garments of which Solomon never dreamed in all his glory.

PERSONALITY OF TEACHER.

BY SARAH CORBETT.

IT is true that no amount of mere knowledge will enable a teacher to put himself in touch with his pupils; but it will help him, when he *has* put himself in touch with them, to make better use of the situation. Training for the teacher should throw some light on the main problem of how to acquire direct insight into mental processes, in order to influence them close at hand instead of from a distance. We all know that a "word spoken in season" produces more effect than many hours of teaching which does not chance—we call it chance—to touch the right note. Mental ailments, like bodily ailments, are produced by unwholesome food.

In the cases where teachers are honestly trying to find out the real needs of their pupils and how to supply them, difficulties still remain, in the way of natural temperament, and these are not, perhaps, sufficiently considered in organizing classes in schools. Cases sometimes arise where children are permanently injured by being allowed to remain under teachers who, however well-meaning, are

unable to supply their special intellectual needs—who praise when they should be silent, bring into prominence what they should ignore, discourage by blame of punishment some really healthy tendency —who, in short, are incapable of seeing what the child really requires.

Healthy development cannot go on without some amount of direct sympathetic insight on the part of the teacher. It is not only that the wrong word should not be spoken, but the teacher must learn how to make his influence felt by his mere presence. There is a force in character which underlies and is superior to all spoken words. And, indeed, words are only useful in so far as they correctly embody this subtle force. A teacher can never be successful who does not, consciously or unconsciously, develop this force to himself, and learn how to use it. It would seem, therefore, that an important element in the training of teachers is the awakening and cultivation of the will power and the sympathies. These are often expressed more by the tones of the voice than by the actual words. The inner nature expresses itself more fully by the tones of the voice than in any other way. When the character changes, the tone of the voice changes also.

Children do not, of course, analyze the effect produced on them by the personality of the teacher. Even in the case of adults, with well-trained minds, a judgment made by that region of the mind which borders on the sub-conscious often presents itself to the fully conscious mind only in the form of a sense of harmony or discord. And this is still more the case with children or with uneducated persons. But the influence is felt though not analyzed, and produces its effect on the mind and character. The fully developed mind of an adult is, or ought to be, strong enough to gather to itself all the nourishment which its outward condition affords, and to refuse to be influenced by unfavorable conditions. Bnt the mind of a child is not strong enough, or sufficiently experienced, to master and guide the mental influences to which it is exposed. Uufavorable mental influences may take permanent root in the character, and cause unhealthy conditions which cannot afterwards be removed.

The most common error made by a teacher in trying to control a class is that he endeavors to suppress natural tendencies, instead of guiding and directing them. The influence of a teacher over a class should be of the same nature that a man should use in governing himself. Human activities and emotions are natural forces. The will of man, however, can guide them in the right direction—can insist that they shall be creators, not destroyers. When the teacher arouses the interest of his class in some intellectual pursuit, by showing interest in it himself, and suggesting ways in which the class is already interested, he directs so much energy, which would otherwise probably be expended in mischief, into a useful channel. Personal influence should always be expended in directing activity, not in endeavoring to suppress it.

Another mistake which young teachers often make is *to try to get as much work out of the class as possible*. This may lead pupils in self-defense *to try to do as little work as possible*, and introduce that feeling of opposition between teacher and pupils which is one of the most objectionable elements in school life. If children were not at school forced into a position of antagonism there would be less self-seeking in later life.

The clue to the whole position is harmony of aim between teacher and pupils —the full realization on both sides of the fact that they are working for a common end; the substitution of the spirit of brotherhood for the spirit of competition. A teacher who has true sympathetic insight has the power of promptly grasping the manifold subtle mental influences which are at work at any given time and place, and of as promptly seeing the best way to deal with them. Wherever a number of human beings are together, there is always a certain amount of discord caused by the clashings of cross currents of inharmonious tendencies and desires. One who would lead his fellows successfully must learn how to weave these into harmony, to gain control of the nervous force that is flowing in wrong directions, and to direct it into the right channel. When the teacher is able to strike the right key-note, confidence on the part of the pupils in his willingness and ability to help them follows, and harmonious action is possible to a greater or less extent. Absolute harmony is never, of course, established, and is perhaps not desirable, for healthy natures can bear without injury a certain amount of discord, and will probably in the end

give out richer music. But a constant succession of discords will put the healthiest nature out of tune. The intuitional perception, then, of the mental needs of others is one of the most important qualifications for a teacher. The born teacher is one who has this faculty naturally in a high state of development; but such natures are rare, and it is quite impossible to place all educational work in their hands. The faculty is latent in all, and may be developed by careful study, especially by the study of child nature.

To develop it successfully it is necessary to look beneath the surface, to give one's attention to causes rather than effects, to find out the real meaning which lies beneath the outward form. It is especially necessary not to start with any hard and fast theory as to what children ought to be, but to study carefully what they are in fact.—*The School Journal.*

PSYCHOLOGY AS A FAD.

BY H. K. WOLFE.

THE recognition of psychology as the foundation of all professional study in teaching is becoming so general that one often hears it spoken of as a fad. Exactly what this means I do not know. Doubtless the same persons would speak of the study of physiology by physicians as a fad. Electricians would be said to have their fads in physics and mathematics. In the college the fad of the student who desires to become a professor would be post-graduate work. In this sense psychology is the teacher's fad. It is the one thing that is now recognized by all educators and by all schools as essential in preparation for effective study of whatever science of education exists. I have sometimes been asked, by very young teachers, whether it is not probable that this fad has about run its course. Quackery in medicine is no greater humbug than "professional training" in teaching that is not based upon a study of *life* and *mind*. Psychology is now widely talked about. The future will doubtless show more *study* of the subject.

The born teacher is always a born psychologist; the made teacher is largely dependent upon acquired knowledge of human nature. But there are psychologies and psychologies. Whenever a teacher speaks disparagingly of this subject, it is safe to conclude there is very little teacher and very poor psychology.

This subject should treat of life and some of its manifestations. Much that is called psychology is mere words, definitions, and memory exercises.

It is sometimes said, and with much truth, that psychology is dry reading for many persons. A book that should fairly represent the newer methods and have enough literary merit to interest the non-professional reader has been earnestly hoped for. I think such a book may now be found. Prof. James, of Harvard, has written, and Henry Holt & Co., of New York, have published the most readable book on this subject in any language. It is for the most part in harmony with the newer ideas and methods, and no teacher who reads it will suspect that the psychology is uninteresting. I wish to recommend this book to teachers as an admirable introduction to the science on which all professional work in teaching is based.—*N. W. Journal of Education.*

READING BOOKS DISCARDED.

BY SUPT. THOS. M. BALLIET.

THE day has come when the traditional school Reader will soon be a thing of the past. I have not used any in the grammar schools of Springfield for five years. We are pursuing a connected course in reading through all the grammar grades, or classes, in four lines—geography, American history, natural history, and literature.

In this way the reading all bears on the regular work of the school, and helps along the studies named so much in the aggregate that considerable time is saved. On the first three topics, pupils read for the sake of information, and much of the reading is silent.

What is the object of reading on literature? Literature furnishes the elements of the ideal in the school curriculum. It is just as necessary to develop the child's ideal and spiritual nature—more so, in fact—as to train his observing and his thinking powers. Here literature finds its place. It idealizes for the child the things which he has been studying as mere prosy realities; it spiritualizes material things for him. After he has been studying the brook in geography, for example, let him enjoy Tennyson's

"Brook," and he will find a soul in it which geography never revealed.

After he has been studying trades and occupations of men preparatory to geography or history, let him read "The Village Blacksmith," and he will feel that the man is greater than his trade, and that the chief end of a blacksmith is not to hammer iron.

The very first requisite in teaching literature to children is to lead them to enjoy it. If the teacher fails in this, all else is worth little. It is essential that the teacher have a soul, that he himself have a spiritual nature which can come in touch with the soul of the poem and the poet; otherwise he cannot bring the poem and the poet in touch with his pupils.

The teacher must not be too exacting in the way of requiring pupils to study the meaning of words, to look up historic allusions, and to fill their minds with the rubbish of pedantic foot notes. Only so much must be demanded in these respects as will aid them in getting at the soul of the poem or story.

This radical departure from methods in teaching reading is watched very carefully by superintendents and teachers. A more complete revolution in education has never been attempted. It is evident that the pendulum is swinging to the opposite extreme, since the days when pupils imitated their teacher in tone, accent and emphasis, and termed the recitation reading. There has been a marked change for the better, occasioned largely by requiring the pupil to devote his attention to obtaining the thought of the author, by silent as well as by oral reading. The school-book publishers have followed the trend of educational advancement closely, by furnishing supplementary reading matter as well as by modifying the character of the regular school Readers.

The struggle now comes between those who advocate reading selections from the wide field of standard literature, and those who favor reading a similar number of articles, and only complete works. Whether the reading book of the future will be an improved edition of the best school books now in use, or whether it will consist entirely of eminent authors, is to be determined.

The critical test of experience alone can determine how far the school books in ordinary use can be discarded and supplied by works radically different.

Superintendents and school officers will watch results in reading more closely than ever before, and the merits and demerits of various systems of instruction will be under the closest scrutiny. The outcome will doubtless be better books and instruction in reading, the subject which is the fountain of all branches of learning, the key to the treasures of the past and to the wonders of the present.

A COLLEGE EDUCATION.

THE *Forum* for June made an educational "hit" in securing from President C. F. Thwing of Western Reserve University the article upon the relation of a college education to success in life, It is a bit of expert work that is as creditable to the editor as to the author. The study is exhaustive and thoughtful as well as on new lines. Presumably 100,000,000 persons have already finished the greater part of their life-work in America, and the publishers of Appleton's *Encyclopedia of Biography* have had a large force of experts looking for those who have done anything worthy the attention of their fellowmen. The search has been thorough not only through history, but among those now on the stage of action, and they have found 15,142 persons whose inheritance, personality, or deeds entitle them to a place in their gallery of Americans. Of these, 5,326, or more than one-third, are college men. The conclusion which President Thwing draws is that one in forty of the college men of the country attain fame, while about one in ten thousand not thus favored fail to attain it, *i. e.*, the college man starts with 250 times as good a chance as the man without it.

President Thwing goes farther in his researches. Of the scientists whom the *Encyclopedia* adjudges famous, 63 per cent. are college graduates, of "educators" 61, clergymen 58, lawyers 50, physicians 46, authors 37, statesmen 33, public men 18, business men 17, philanthropists 16, inventors 11, artists 10, actors 7. President Thwing goes still farther in his deductions. Only five per cent. of the physicians of the country are college men, and yet of the physicians who are famous, 46 per cent. are college men. A very small percentage of the lawyers are graduates, and yet one-half of those who have any "recognition" are

college men. Only a fractional part of one per cent. of the business men are graduates, and yet one-sixth of all the business men who have attained fame are college bred.

Again, of Harvard's 11,932 graduates, 883 are in the *Encyclopedia of Biography;* and of Yale's 10,586, 713 are there, practically the same proportion, so that of the leading educational institutions it is safe to say that about one graduate in every fifteen will be sufficiently famous to be recognized. The most satisfactory phase of Pres. Thwing's researches and conclusions is that he does not try to prove that the college man alone has a chance, or that no one will succeed without a college education, or that every college man is to win fame; but that any person, in any line of life, heightens all the chances of success when he prepares himself for the race by a college training. He admits that the man who wins without it has just as substantial fame, but that he has had to make a race with all the odds against him, a needless weight to be imposed in this day. The parent who does not insist upon and secure a college education for each of his children who has any inclination or taste therefor, sends them out into life's contest with a heavy track, wrong-shaped, and mischievously "vehicled." What the kite-shaped track and pneumatic tire have done for the race records, the best university training does for man or woman. It reduces the record for the same effort.—*N. E. Journal of Education.*

METHOD IN READING.

BY T. J. CHAPMAN, A. M.

IN a recent lecture at Chautauqua Dr. Buckley remarked that it was possible to learn to read by the page instead of by the word or line, just as an experienced accountant can foot up long columns of figures at sight. He gave several instances of persons who had this skill in reading by the page, among them Dr. McClintock, and mentioned that he himself had acquired the power of reading in this manner. There can be no doubt of the fact. An illustrious instance of this kind is that of Lord Macaulay. "The secret of his immense acquirements," says his biographer, "lay in two invaluable gifts of nature—an unerring memory, and the capacity for taking in at a glance the contents of a printed page. He read books faster than other people skimmed them, and skimmed them as fast as any one else would turn the leaves. And this speed was not in his case obtained at the expense of accuracy. Anything which had once appeared in type had in his eyes an authority which led him to look upon misquotation as a species of minor sacrilege."

This manner of reading would do very well in some cases. The daily newspaper might generally be read in this manner, or the average modern novel, most historical works, or where one reads a book only to acquaint himself with the views of a writer. But where one reads for the sake of the literature, this way of reading would not do. One could not so read Shakespeare, or Milton, or Hawthorne. Such works should be read slowly and deliberately, so as to let the beauty of the expression, the sweetness of the diction, fully pervade the mind; to allow the thought to linger over every line as a butterfly hovers over the flowers of the parterre.

Locke has finely illustrated this idea of rapid reading. "He that rides post through a country may be able, from the transient view, to tell in general how the parts lie, and may be able to give some loose description of here a mountain and there a plain, here a morass and there a river; woodland in one part and savannas in another. Such superficial ideas and observations as these he may collect in galloping over it; but the more useful observations of the soils, plants, animals, and inhabitants, with their several sorts and properties, must necessarily escape him; and it is seldom that men ever discover the rich mines without some digging."

Many persons think they are of necessity usefully employed if they are reading; whereas more precious time is squandered and lost in this way than in any other. It depends altogether upon the character of the reading matter, and the object one has in view in reading. The reading of a low grade of literature can be only harmful, in the same way as inferior company is harmful. The thought of the reader is not likely to rise above the level of the book he is reading; and if there is nothing informing, nothing refining, nothing inspiring in the author, the reader will obtain but little advan-

tage from his book. "The habit of reading wisely," says Frederick Harrison, "is one of the most difficult habits to acquire, needing strong resolution and infinite pains; and I hold the habit of reading for mere reading's sake, instead of for the sake of what we gain from reading, to be one of the worst, and commonest, and most unwholesome habits we have."

The difference between rapid reading, "reading by the page," and deliberate and thoughtful reading, is all the difference between riding post-haste on a definite errand and going forth with the mere purpose of viewing the country, and taking in the beauties of hill and dale, and meadow and woodland. In reading one should propose to himself a distinct object, the acquirement of knowledge, simple pastime, or a purpose of true culture.

RAPID RECKONING.

BY BESSIE L. PUTNAM.

IN practical work, either in school or in actual business life, there is probably no exercise in arithmetic more frequently performed than that of addition. To be able to add rapidly and at the same time accurately is of prime importance. While some are naturally endowed with ability in that direction, there are few things in which practice shows more marked results of improvement than daily exercises in "rapid reckoning."

When all are ready with slate and pencil, the teacher writes the sum upon the blackboard, naming each figure as she writes it. The children follow her work with their pencils. If any one fails to catch a certain figure as it is given, he asks for its repetition *at the time*, that he may be ready to add when the word is given and thus stand an equal chance with the rest. An example six or seven figures square will be large enough to begin with, and the size increased as they gain speed by the exercise. When the last figure is named the teacher gives the word "add" and all begin at the same moment.

Interest and enthusiasm are increased if the teacher has a watch in hand ready to record the time taken by each one for the addition. The names may be permanently written at one end of the board; then as each finishes he raises his hand or speaks his name, and the teacher indicates the number of seconds opposite, Each pupil should turn his slate over as soon as he gets a result, that no temptation be offered the quicker ones to revise their work while the others are finishing. When all are through, each in turn reads his result, the teacher placing it upon the blackboard opposite his name. The problem is then added by all the pupils together, the teacher pointing to and naming the figures as they stand upon the blackboard. The result is compared with those given by the pupils individually, and the time noted of the first correct answer.

It will not be long before there will be an appreciable diminution in the time; then a longer example may be given. The whole can be managed, and should be, in such a way that all will regard it a pastime; when it becomes laborious the best results are lost. With a little care not to overdo the matter, pupils will be as eager for it as for a game of ball, while the friendly rivalry will quicken their thoughts and devise numerous methods of abbreviating. Almost unconsciously they will fall into the habit of combining into some groups certain of the figures at the same time that they are adding others; or some of the older ones may be able to add two columns at the same time. The various combinations will be thoroughly learned and used promptly by the pupils; and best of all, the practice is one which gives benefits that are life-long.—*American Teacher.*

HOW TO READ A BOOK.

"BY whom is that book?" one friend asked another, referring to a volume which the first had laid down.

"I do not know. I never thought to look," was the reply.

The very first step in the proper perusal of a book is to ascertain what this negligent reader omitted to discover—the name of the author. Perusal, by-the-by, is a term appropriate only to certain kinds of reading. It carries in it a suggestion of haste, of rapid glancing at and skipping over pages which exact no studious attention. A book worth reading is usually worth more than this catch-and-go style of treatment.

If you would get from a book the best it has to give, you must be properly presented to it, or it to you. Its publisher's

name is important. There are certain publishing houses, the names of which are guarantees of the purity, the respectability, the value, of a book. Only the books of good society bear their imprint.

A book is so entirely a personal production, so much a part of the man or woman who wrote it, that it at once enters into your confidence, and asks admission to your friendship. The day when you made acquaintance with certain books was an event in your history. The buying of every good book ought to be an event in your family. You have brought into the household with the book a well-defined influence—vital, creative, formative, lasting.

Therefore, be sure you learn the author's name. To read a book with no thought of the author is akin to attending a reception and taking no notice of your hostess.

Ask yourself, again, "Why do I read this book?" If the answer be, for pleasure, then may you take your pleasure easefully, under the trees, on the veranda, with head on the pillow, in the arc of the swinging hammock. If for information, then you must address yourself, as with pick and spade, to serious business, and here a note-book and pencil, or a commonplace book for extracts will aid you in securing the book's contents in mind and memory.

If the chosen volume be biographical, it will be well to make a note of the period under review. Every strong human life embraces in its progress a multitude of other lives, so that the story of Lord Lawrence, of Sidney Smith, of Macaulay, of Motley, or of any great man, becomes a crowded picture gallery, where many figures appear and reappear. The fascination which the memoir possesses for all thoughtful minds inheres in this fact of its strong, ever-widening human interest.

Be respectful to the outside of the book you read. Don't leave it face downward on the grass, or open it so carelessly that you rack the binding and loosen the leaves. It is a piece of portable property, your own or that of your neighbor, and to wantonly injure or mar it, is to show yourself lacking in care of a possession intrusted to your handling.

In days to come, if you have read with careful thought and loving touches and genuine attention, you will find yourself remembering precisely how a certain book looked at a certain time. It will be the golden clasp of a chain of pleasant recollections.—*Harper's Bazar.*

HOW THE YOUNG ARE DECOYED.

BY JOSEPH H. JAMES.

THE wonder that some children from good families turn out badly might become wonder that so many do well, did we but know the tempters which beset the pathway from youth to adult age. With the hope of helping some readers of the *Sunday-School Times* to shield their wards against destructive influences far more subtle and potent than they may suspect, attention is called especially to some of the tempters to indulgence in intoxicants.

Of course young associates are prominent among these. It would be harder than most people suppose to find a school in which there is not at least one whose home influences or acquired habits are bad, and who on this account is a dangerous companion for other youth. One such fellow, with a little of the smartness, self-assertion, and dash which boys so much admire, may easily make himself the leader of a set, initiating one after another into the mysteries of smoking, drinking, and other evil courses. Nor are such leaders in mischief found only in "common schools," or among the classes of people supposed to be particularly depraved. The academy, the seminary of highest tone, and the first-class boarding-school, even that for young ladies, may have among its pupils those whose wrong training, or lack of training, has left them the slaves of habit, and made them fit representatives of Satan as decoys in paths of evil.

"Eleanor Kirk," some time since, gave to the *Christian Union* an account of the home of a cultured lady, moving in the highest social circles, and eminent as a speaker in behalf of temperance, whose son took the opportunity while his mother was thrilling an audience of ladies in her own parlors, to entertain some young associates in another part of the house. The reporter, by accident, entered the room where these young revelers were enjoying themselves with cards, tobacco, and wine. This lad has since become "a common drunkard." His mother could arouse others to hate intemperance, but

had failed to keep her own boy from falling into the snare, and he had not only fallen, but was a tempter. In too many instances wealth, social standing, and talent combine to give such neglected boys a cruel power to lead others astray; and no confidence in the manager of a school can make us sure that there are not among its attendants such emissaries of mischief, doing their work successfully even although it is done without the knowledge of the school authorities.

The strange fact in regard to these cliques of young people is the abject slavery in which they hold those connected with them. A recent writer says of this condition of things: "There is a sort of inquisition in which a young man is punished by the intolerant spirit of his daily companions. And this intolerant spirit is crushing the life and spirit out of thousands of young men and boys." To forfeit the approval of Christian friends, teachers, or parents is nothing compared with meeting the ridicule of these associates. To lose caste among them would be to forfeit all that he really cares for, and few indeed are the boys or girls once in intimate relations with unworthy people of their own age who have moral courage to stand for the right in opposition to them.

We expect the men who devote themselves to the sale of intoxicants to be adepts in tempting people to drink, but feel secure against them so far as the better class of young people, and especially children, is concerned. Yet a man of this trade was seen to give to a tiny boy a glass of carefully prepared appetizing drink, containing just the flavor of something alcoholic. He explained his act by saying that the child was the son of a rich man living near by, and such a drink would lead to subsequent visits to his establishment.

The principal of a school in a Western city noticed, as he approached a group of his pupils, that they concealed something which they had been examining. He insisted on seeing the secreted articles, and found them to be cards arranged to record, by means of punching out figures, the number of drinks bought at a certain saloon, so that its proprietor could decide to which of these boy patrons belonged the premiums offered to buyers of drinks. The prize for the largest number was a pistol. The second prize, the "Life" of the notorious villain "Jesse James."

With access to schools and to groups of boys, either directly or through decoys, these men constantly seek to get hold of those who will be future patrons. The higher the social position of the youth, the greater the efforts to lure him into the path of the destroyer.

A class of tempters less likely to be suspected than either of these are recognized leaders in social life, and even in church life, who yet are willing to lend themselves to this ruinous work. The principal of a school in New England, noticing something strange in the conduct of boys whom he had regarded as among his best pupils, found that they were slightly intoxicated. Upon careful investigation it appeared that the training of these boys and others, for a public exhibition, had been committed to a prominent man, supposed to be in every way qualified, but who, after they had rehearsed, had taken them to his store, and supplied them with wine. Pleased with its taste and effects, they had obtained more, and were fast forming the drink habit. To their parents, among the best citizens in the place, the teacher's report was the first intimation that these boys were not all that could be desired.

Such influences are at work in every community. Of course, their power for mischief will depend very largely upon those to whom they appeal. It is natural for us to conclude that the children *we* love will not be affected by them. But is it wise?—*Sunday-School Times.*

PARLIAMENT OF RELIGIONS.

THE Parliament of Religions, now in progress, could not have been held until now. Many have been the seasons of religious awakening that the world has felt, but all of them—until this—have been of denominational religion, Mohammedan, Catholic, Protestant, Buddhist, or what not. It is during this century, during the last half of it, almost during the last decade of it, that it has become possible to hold a conference and parliament of all religions. The world was not ripe for it so recently as the time of the Centennial Exposition. The place of holding it is pre-eminently well chosen; always a cosmopolitan city, always a municipality in which Protestant and Catholic, Jew and Armenian, Greek and Hindoo held equal rights before the law,

and worshiped with equal freedom from molestation, Chicago now is, by virtue of the concourse to the great exposition, a microcosm, a compendium of the world's civilization.

The supreme development of that civilization is manifest in the recognition which the unprecedented parliament gives to the good, and to the God that inspires all religious sentiment. "In him we live and move and have our being," as St. Paul, quoting Cleon, said nearly nineteen hundred years ago. Strange that it has taken the world so long to discover the full meaning of this superb sentiment.

Shall we not learn from this parliament that in religion, as in matter, there is a survival of the fittest? Is it not likely that we shall learn that the cardinal ideas of Christianity, the fatherhood of God and the brotherhood of man, have counterparts in all religions that have endured the stress of centuries? May we not, after reading Vivekananda's reproduction of the Zoroastrian hymn—

> As the different streams having their sources in different places all mingle their water in the sea, O Lord, so the different paths which men take through different tendencies, various though they appear, crooked or straight, all lead to thee—

remember Robert Browning's verse:

> So many roads lead up to God,
> 'Twere strange if any soul should miss the mall;

and remember also that he who had a vision in Patmos beheld besides and more numerous than the 144,000 of each of the tribes of Israel "an exceeding great multitude, which no man could number, of all nations and kindreds and peoples and tongues," worshiping in Heaven?

From the archbishop of the Catholic church in Chicago, from the cardinal of the Catholic church in America, from archbishops and princes of the Greek church in Russia and in the Morea, from representatives of Lutheran Germany, of the English State church in British colonies, from the teachers of the Confucian doctrine in China, from reverend expounders of the Puritanism of New England, from Protestant bishops in Africa, from disciples of Mohammed, from Hindoos learned in the Vedas and Shastras, from Japanese exponents of Shintoism, from men gathered—as in St. John's vision—from all kindreds and nations and peoples and tongues, the world is receiving one lesson, taught by divers methods, that the end and aim of all religions is an affirmative answer to the question, first inspired by the evil one, "Am I my brother's keeper?"

It was Cardinal Gibbons who directly brought the question and answer before the parliament, but they are expressed or implied in the addresses of all the speakers. This great lesson of the responsibilities of all men, as the creatures of one God and as the brothers of all men, is being illustrated and emphasized by the Parliament of Religions as it never before has been.—*Inter-Ocean.*

LEAD THEM TO THINK.

RECENTLY a teacher said to me: "My pupils have a perfect understanding of addition, subtraction, multiplication and division, but I can't teach them to solve a problem combining two of these rules, let alone all four of them."

"What effort have you made?" I asked.

"Well, I have worked them over and over for the children. I have kept them in and made them study, and I don't know what to do next."

"But have you taught them *how* to study? I asked.

"I have told them to study."

"Let's try showing them *how* to stndy," I suggested. Then I put this problem on the board:

"John Jones sold 5,625 bushels of wheat at $2 a bushel, and received in payment 132 acres of land at $50 an acre, 45 head of horses at $65 a head, and 5 town lots at $125 each. With money received he bought sheep at $3 each; how many sheep did he get?"

"They will never do that, for it's twice as difficult as any they have ever failed on," said the teacher.

"Now, children," said I, "here is an example that I want you to work for me from your seats. But first I want to tell you that it is bristling with question marks. Let's read it over carefully, and then we will go hunting for question marks." In a few moments I was greeted with a score of uplifted hands.

John—"What did Mr. Jones get for his wheat?"

Mary—"What did he pay for the land?"

Sarah—"What did he pay for the horses?"

William—"What did he pay for the lots?"

Susan—"What sum of money did he pay for the land, horses and lots?"

Martha—"How much did he get in money?"

Samuel—"How many sheep did he get for the money he received?"

"Very good. We have found that there are eight question marks hidden in this example, and here we have eight questions. Now I think we can answer all those questions in fifteen minutes."

Before fifteen minutes had passed several hands were up, and at the end of that time nineteen of the thirty-five had done the work neatly and correctly, and the failure of a majority of the others was due to mistakes in multiplication and division. The teacher was apt and willing, and, after a week's drill in this way, she informed me that they could not only solve an ordinary example combining four fundamentals, but that they had learned to look out for question marks in their other lessons, and also in the actions of themselves and their associates.

Teachers, who are at all worthy to be classed as such, are more and more agreed that good work in the schoolroom does not consist in cramming the child with facts, but in teaching how to think.—*Educational News.*

EDWARD THRING.

BY G. W. BROOKS.

EDWARD THRING was an educational pioneer. He was one of the first to note the contrast between culture and cramming. In his great work as Headmaster of Uppingham School (England), he demonstrated that the mind is an intellectual power to be trained, not a truck to be loaded.

As he entered upon his work as an educator, he was eager to perform the experiment of managing boys by wooing rather than by whipping, and to illustrate before the world the idea that juvenile minds are not knowledge-shops, to be stuffed with mental furniture, ready made by their instructors. Thring was also aglow with enthusiasm to prove that the chief object of a great school is "strength of mind and character, and that any process that contributes to give this kind of strength is true, even though little knowledge is gained by it."

Thus he emphasized training as the object of true education. Mere knowledge was made tributary to that end. "Education," says Thring, "means training for life; life, not lessons, is what has to be dealt with, or lessons only so far as they inspirit life, enrich it and give it new powers. Nothing can be said before the distinction between the *strong* mind and the *stuffed* mind, between *training* and *cram*, is thoroughly recognized. A teacher is not a parrot-master, not a truck-loader at a goods station. A teacher's object is not to load up his pupil with facts, but to train him how to get facts for himself. The teacher's aim is to create producing power." One of the highest functions of an instructor is to impart himself to his pupils; to enkindle in their minds his enthusiasm, and to make contagious his own scholarly habits. In the Uppingham school, every student was enthused with the burning desire of their master to illustrate the idea that education is not cramming for an examination, but training for life.

In the execution of his high design, Thring employed model methods. He was determined that the boys should do their own thinking. Sometimes he would startle a dull lad with Socratic queries, beginning thus,—

"What have you got sticking up between your shoulders?"

"My head."

"Quite sure it is not a turnip?"

"Oh, yes; quite."

"Why, what is the difference?"

"Oh, a head thinks and a turnip does not."

And so the pupil would be led into an independent mental process.

People are ever ready to shirk thinking; they will buy manuals, read "Review of Reviews," attend lectures, consult editorials, reject weighty books, and in every other possible manner dodge the necessity of mental effort, and pay others to do their thinking for them. This same indolence of mind characterizes youth; they will not think except under pressure or when stimulated by a quickening spirit. The educator who is a genius has a creative soul. He touches the inner springs of being and starts the thought-producing powers. His pupils will acquire the art of accurate observation, and will possess the power of communicating to others their impressions in clear-cut English. As one object with Thring was to stimulate independent mental effort, he

strenuously opposed the prominence given to lectures in modern educational methods. The object of the lecturer is to communicate knowledge; he has stuffed himself with facts, and his aim is to stuff his students. The true teacher deals not so much with books as with minds. "He is a trainer, not a truck-loader," says Thring. "The lecturer is like a ready-made clothes shop. His knowledge must be cut into the most acceptable manner. This requires much command of the book to be communicated and an effective delivery, but when done it is done. The lecturer leaves his audience and they leave him. It is in this that the difference lies between teacher and lecturer, between taught and belectured. The teacher makes the taught do the work, and occupies himself in showing them how to do it. His work is to direct, suggest, inspirit. The lecture is clear-cut, beautifully connected, yet avoiding all close and laborious exactness. Teaching takes any shape, is fragmentary, disregards all precise plan, provided that a close, laborious, and exact exercise of mind is the result. The lecturer does the work and goes. The teacher makes his pupils work, and stands or falls by what they do. One thing is certain, the teacher and the lecturer represent two opposite poles; there is an antagonism in principle between a subject put forth attractively, when the master does the work and the disciple listens, and the problem of a dull mind solved and dormant faculties roused to efficient powers, when the disciple does the work and the disciple's mind is the subject, and the teacher is a practitioner on mind."

Entertaining such views, Thring rejected the current dictum that knowledge is power, and he believed that true force resided in the culture of the mind. That which he sought to produce was power in one's self. Often the minds of pupils are so crammed as to render impossible any independent intellectual effort.

Thring made a great specialty of developing a magnificent manhood. His students had resources in themselves. It was one of the moulding principles of his life to get *inside* his boys, for he regarded this as the only means by which mind could be reached and true success attained. He says, "The kettle lid, on or off, and the pumper, give a very true picture of modern theory and practice. Pumping in knowledge is not education. The teacher and the trainer has to make his pupil strong and skilful in himself. Pumping and being pumped on, is not teaching and being taught. The shut mind defies all such attempts to reach it. Nothing can be done so long as the lid remains on. But why do the kettles keep the lid on? Because they do not believe in the deluge. No skill can reach a boy who does not believe in the value of what he is doing. What then is teaching? If teaching means calling out dormant faculties and strengthening minds, it is obvious that pumping indiscriminately on a class, though the veritable waters of Helicon be pumped, is not teaching. Mind is the teacher's subject. He must be able to deal with mind. The first thought of a teacher must be that he has to teach." Thring entertained the idea that if an instructor had no more than twenty-five students, he could have a personal interest in each. He knew that boys are not deficient in ability but are usually lacking the willingness to learn, and like every genius he had a quickening spirit and could thrill with life dormant faculties. A mere pedant pedagogue could teach rules; he could arouse the whole inner being.

Thring was a thorough believer in what Chalmers called, "the expulsive power of a new affection." He emphasized the vast difference between a prison and a school. It is safer to trust boys too much than too little. The prison system of education may produce big blockheads, all of the same dull uniformity; but when lads are loved, and trusted and won, they "can be relied on to do right in sight and out of sight, from having right in themselves." There is only one way to make people lovely, and that is to love them. The teacher who is perfectly *just* can at times be severe, yet retain the affection of his students. The public opinion prevalent in a school can be utilized as a great power in discipline. When there was some misdemeanor, Thring would say, "Now, I am not going to waste words upon A and B. I hold the WHOLE SCHOOL responsible for these wrong things. Any society can put down offences, if it chooses." Sometimes when an offence was known to have occurred among the boys of a particular department, all in that section were for a week excluded from the cricket field, and compelled to take their exercise walking two and two attended by a master. When

anything wrong occurred Thring did not ask "Who did it?" but "Who were there?" The punishment was distributed over the whole section as guilty. He would say, "I don't know who the offenders are, and I don't want to know. They would not have done it, if the rest of you disliked it enough." And thus this model master believed in collective punishment for individual offences.

Thus all the boys were anxious to prevent misdemeanors, or all would be punished if evil occurred. Public opinion in the school thus became healthy and helpful. With all the force of his being, Thring would denounce every form of cheating, such as the use of a "crib." When anything of the kind was discovered he would say, "A very disgraceful thing has been brought to my notice; two of you have been cheating at work. I mean the school to know what I think of this thing. I hold that to cheat a master is inexpressibly base. I know the mean things you say to yourselves, some of you, in your mean hearts, about its being natural to boys, and 'they all do it at other schools,' and the rest of that pitiful talk. But we are not 'other schools.' There have been times when schools were like prisons, and there was some wretched kind of excuse for cheating your jailors. But you don't live in a prison here. We make your life free and pleasant. We trust you. We make it easy to live a true life, and then you turn traitors to truth. Now, which you will! The prison, or the free life of true society." Thus Thring put moral ozone into the atmosphere of the school. To raise individuals he raised the tone of the whole school. He was an athlete and often entered into the sports of the boys. He had a gift of wit. Once when addressing the lads on education he remarked that he would teach them some lessons in matters of discipline illustrated by WOOD CUTS. When some one remarked to him that a certain preacher was dry, "Dry!" exclaimed Thring, "why, my good fellow, brick-dust is butter to him." Such a master and the boys did not constitute two parties, they were one. His great distinction was that he instituted self-government; by a healthy growth his boys became thoughtful, upright men. Their education prepared them for actual life.

He made men seers, young dreamers to desire
The one thing good—to do the one thing right;
He cast truth's heart into the fiercest fight,
And bade us battle and never tire;
He kindled hope, he set dead faith afire,
Gave workers will, filled eyes with love and sight,
And, by the lamp of service, thro' the night
Led learning from the ruts and from the mire.

Not praise nor scorn, not riches, honor, fame,
Could tempt his hand a moment from the plough,
Nor the world-deafening clamor of the daws
Pecking about the ploughshare harm his cause;
Let others reap—he claimed to serve and sow—
And as he toiled, the Lord of Harvest came.

—*Education.*

WHERE EXAMINATIONS FAIL.

BY EDWARD EVERETT HALE.

THE visible and certain nuisance of written examinations is an evil which is present, before a community as civilized as ours, all the time, excepting the summer vacation of the schools and colleges. It involves an absurdity equal to the absurdities of the decline of chivalry. It waits for some Cervantes, who shall ridicule it so thoroughly as to drive it from the public mind, so that the twentieth century may know of it only as most people know of the squires of chivalry by Sancho Panza, or of knights-errant by Don Quixote. But, as the schools of the larger towns of Massachusetts open for the autumn, this month is perhaps the best month for bringing forward, with however little courage, a statement of the misery inflicted upon scholars, upon parents, and upon teachers by this rigmarole, if it were only that one should discharge an annual duty, and at the bar of any judge be able to say "I sounded my little trumpet, but the world was making such a noise that it did not hear." Jules Simon, now better known as a statesman than as a distinguished professor of the University of France, used to say, "When I was young, we prepared students for life; now we prepare them for examinations." The bitter satire of this statement could be repeated by ten thousand teachers in Massachusetts to-day. It must be that a good many of the committeemen and supervisors, who have to do at least with the outside machinery of the thing, will sympathize with the teachers. We shall have a half dozen letters, before the week is over, to explain to us that, unless there is a system of mechanical examination in the Boston

schools, nobody can tell which school is "up to the mark" and which school is not. Nobody can tell, for instance, whether half-a-dozen Italian boys, eleven years old, who are at work in the Hancock School, with the difficulties of a new language before them, and with national peculiarities of early training, can answer on paper, with ink, the same questions which a set of boys, of Boston parentage and training, who are in the Dwight School or in the Dudley School, can answer. It is perfectly true that, without a fixed examination from printed papers emanated from the central office, nobody can tell this in such a way as pleases the statistical people. But, without any knowledge of one individual of either class in the Hancock School, the Dwight School, or the Dudley School, I can tell, without having seen one of the examination papers.

What earthly or heavenly reason can there be for driving all these boys, in these three classes, through such a series of questions, merely for the purpose of giving the statistical answer in a supposed inquiry, where everybody knows the real answer before the inquiry is made, and where the answer is of no importance when it is attained? Do you really want the Hancock School, for instance, to be the exact counterpart of the Dwight School, or the Dwight School to be the precise counterpart of the Dudley School? Do we not really want that the genius of the teacher in one shall show itself in his way, and the genius of the teacher in another shall show itself in his way? Are we really trying to turn out fifty thousand clothes-pins, of precisely the same pattern, in the Boston schools, or are we trying to make of each boy and girl the best that can be made, and to encourage as we can the particular genius of each separate child? In some transfer of children from one building to another, last summer, there were examinations of unusual strictness, and the pupils were drilled for days in advance, by what might be called mock examinations. A careful and conscientious teacher, worn out by a day spent in this drill lamented to a friend, "Oh, it is so hard. They think so much of their writing—for they'll be marked on their writing—that they forgot their spelling; or else they think so much about the spelling that they forget to put in the quotation marks. And some of the boys are so thoughtless and indifferent!" Upon inquiry, it appeared that the average age of these boys, who were "indifferent" to the niceties of quotation marks, was eight years and a half! Is it possible to conceive of rigmarole more absurd than that involved in a system which produces such results? —*Boston Commonwealth.*

LESSONS IN COURTESY.

"POLITENESS costs nothing and buys everything." Such is the quotation one often uses, and yet some teachers forget all about the lessons in courtesy. They are so easy to each, and often so enthusiastically received that the results surprise one. For instance, if the teacher always smiles a "Good-morning," and "I thank you," or "You're welcome;" if she says "Excuse me," when she jostles a seat, or "I beg your pardon," when she speaks the wrong name, the children have more dignity and pride in themselves. She may even insist upon like behavior from her scholars. A little attention and perseverance will make the children very careful towards the teacher, and even towards each other.

Many teachers give little talks on courtesy after the opening exercises. If they are informal and the school is interested, many little things can be taught before they know it. Many children have no idea of clothes brush, blacking brush, and, in many homes, the tooth brush. Praise nicely combed hair, neatly washed hands, and neatness in general. The road to improvement is always easier when you find something good to speak of first.

Many children assume very awkward attitudes, both when sitting and standing. Isn't it better to insist upon a good straight carriage, an easy, upright position, than to find boys with their hands in their pockets, shoulders humped, and heels scuffing, or girls with their legs crossed, elbows akimbo, or one hip supporting the body? Yet these failings are very common, and perhaps if children were watched in school they would make men and women who were more erect, better formed, and healthier. Insist upon the boys lifting their hats. This subject can be presented in a very pleasant way, and made so attractive that they forget their bashfulness. A great deal depends upon the ways of the teacher. If she is careful always to be courteous, even

TEA... COUNTY

when administering a punishment, she will find she has an advantage over a sulky or obstinate disposition. If she asks favors politely and always acknowledges them, her pupils will be more anxious to do them. They will pay her little attentions of which she never dreamed. Her work will be pleasanter, easier to do, and she will become a far better teacher.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, OCTOBER, 1893.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

N. C. SCHAEFFER. - - - - J. P. McCASKEY.

OUR AUTUMN ARBOR DAY.

OFFICIAL CIRCULAR.

Give fools their gold, and knaves their power,
Let fortune's bubbles rise and fall;
Who sows a field, or trains a flower,
Or plants a tree, is more than all.

From the days of Cimon of Athens, who formed the groves which in process of time became the celebrated Academy, down to our own age, in which Forestry has become a science as well as an art, the planting and care of trees has been deemed one of the most graceful as well as one of the most beneficent of employments.

Fruit trees furnish grateful sustenance for man and beast. Shade trees refresh the student, the toiler, and the traveler. Ornamental trees heighten the beauty of the landscape. Forests help to condense the moisture of the air into rains and to retain it in the soil, thereby diminishing the frequency and destructiveness of freshets and floods. Railroad corporations, on account of the inconveniences resulting from an inadequate water supply, have ordered the preservation of the trees and shrubbery along the banks of streams under their control. The timbers of our forests are invaluable in the arts and industries of civilized life. Far-sighted owners of farms have ordered the planting of miles of walnut trees, under the conviction that in course of time these trees will grow into money "at the rate of a dollar an hour." Foreign countries have sent experts to study the kinds of wood used in America so that their people may plant trees for supplying the timber for the future markets of the New World.

In view of these facts the celebration of Arbor Day should not be omitted in our schools. And inasmuch as the Spring Arbor Day comes at a time of the year when very many schools are not in session, it is certainly advisable to perpetuate the custom of celebrating an Autumn Arbor Day. For this purpose the Department of Public Instruction recommends the observance of

FRIDAY, OCTOBER 20TH,

and earnestly urges upon Superintendents, Teachers and School Officers throughout the State the adoption of a programme of exercises that shall be educative as well as interesting. The day occurs near the anniversary of the landing of Columbus; therefore, many patriotic and historic associations may be made to cluster around its celebration.

The trees that are planted may be named either by their correct common or botanical names, or after distinguished persons like Ferdinand, Isabella and others, whose names are specially brought to mind during this year of grace; and the name should be attached to the tree by a permanent label, so that the christening may become a real thing. It is further suggested that a large glass fruit-jar containing printed matter, manuscripts and essays upon the leading events of the year, may be buried several feet from the trunk of the tree, so as not to interfere with its subsequent growth. A prophecy upon the future of our country, an oration upon the educational and other duties of a true patriot, and a statement giving the date and organization of the school, signed by the pupils in the order of their classes, may be read or spoken and then placed in the jar.

Even where no tree-planting is possible, the afternoon of the Autumn Arbor Day may be spent in exercises consisting of declamations, essays and patriotic songs, to which the parents and friends are invited. Essays or talks upon the care, selection and utility of trees, upon the best methods of planting and transplanting, upon the wonderful arts of budding and grafting, upon the unselfishness of him who plants a tree for others to enjoy, may help the young to realize that the planting and care of a tree or trees may be as patriotic an act as the casting of a vote or the fighting of a battle.

NATHAN C. SCHAEFFER,
Supt. Public Instruction.

THE gladsome work of tree-planting can and should be carried on with the systematic care and intelligence befitting its necessity and importance. Its results are not ephemeral in character. Nor do they fade into nothingness with the close

of the passing ceremonies. They give to fruitful Mother Nature a starting point, whose beneficent results must often reach out into the future far beyond the allotted three-score years and ten of man's limited life on earth. "Oak, elm, maple and pine sing glad songs for him"—who plants them.

FROM the far-away Pacific comes this cheering word, taken from the Oregon *Pedagogue*: "Who can measure the good the celebration of Arbor Day will produce? We believe it would be hard to find a single school in Oregon that did not observe the day to some extent at least. So thorough has been the preparation for the seevents by our State Superintendent, supported by the hard-working County Superintendents, that every nook and corner of the State has come under the progressive influence."

THE East Stroudsburg Normal School of the Fourth district, though the last of the State schools, takes up its work with great energy and excellent promise.

THE sudden death of Dr. R. A. Lamberton, President of Lehigh University, which occurred September 1st, of heart disease, at his home in South Bethlehem, came with a shock of surprise to a very wide circle of friends. He had just returned from a pleasant summer trip, and on the day of his death said to a friend that he had never felt better. Within a few hours thereafter he was gone! When Dr. Henry Coppee resigned from the presidency of Lehigh University in 1880, the Board of Trustees, recognizing the executive ability and brilliant attainments of Dr. Lamberton, invited him to the succession, and he accepted the position. The same year the University of Pennsylvania conferred upon him the degree of Doctor of Laws. His labors as president of Lehigh University will be a lasting monument to his ability and fidelity as an educator. From the 200 students on the rolls in 1880, the number in the institution has grown to 630, with a corps of 37 instructors and an endowment of $2,000,000. The students come from all parts of the world.

THE Arbor Day League, organized by Supt. Brecht, of Lancaster county, with a large membership among the teachers and pupils under his supervision, is a very practical plan to secure the end in view. When men are interested and capable, they get the work done. A full account of the League was given in the October issue of *The Journal* last year. The requirement in a certain part of Germany that no pupil shall receive graduation papers who has not planted one or more growing trees, is wise and full of suggestion.

SCHOOL ARBOR DAY.

SPRING and Fall succeed each other as of old, and, with the punctuality of the seasons, Arbor Day again comes round. The schools are closed in many localities before the observance of the day in April. The lesson of tree-planting would, therefore, be lost to most of them were it not that the day is again observed, after their re-opening in the Fall, by appointment of the Superintendent of Public Instruction. We trust they will make this Columbian Arbor Day a red-letter date in their history, with tree-planting at home and upon the school grounds where trees are needed, with the planting of seeds and nuts whose sprouting and growth may be watched and cared for in anticipation of future plantings, and with such programme of readings, recitations, songs, and addresses as shall be appropriate to the festal occasion.

This genial holiday has become so well established that teachers and pupils, and the public generally, should be quite familiar with at least a part of the literature of the subject. But the great thing is the trees and shrubs, roses and vines. When the school grounds have been well planted, and set their finished example, teaching all summer long their lesson of use and beauty to every passer-by, let trees be planted along the highways and lanes leading thereto, so that within a few years shaded walks may render the locality more attractive from every point of view.

In Arcadia, the children in the schools, after seeing that their immediate surroundings and the grassy lanes about them are made pleasant with fruit and shade trees, are said, in a spirit of frolicsome gladness, to select one near-by home after another in that country of good-will, and plant about it until the entire neighborhood has caught the charm

of the human kindliness which in such a land spreads from the school house as a centre, while sylvan beauty follows in its track. One day there may be spots in Pennsylvania to suggest this Arcadia of the poet's dream.

We leave the analogy between plant life and human life, ascending step by step to spiritual life and life eternal, to the various local speakers, who will find enough in the subject and the occasion to inspire their most thoughtful and impressive eloquence. May it impress the hearts and influence the minds of their youthful auditors for a life-time of good to themselves and their fellows.

Arbor Day is a blessed day in the history of our State. Let it be observed and cherished with the prophetic joy and gladness that befit a sylvan festival upon which all good men, good angels, and God himself, can look with unqualified approval.

OUR SUBSCRIPTION LIST.

THE relation between the publisher and the patron is reciprocal, and if equilibrium is not maintained there may be mutual loss. The editor and publisher of *The School Journal* endeavor in good faith to give its readers as large an amount and as great variety of suggestive material as can be put into its prescribed number of pages, and it is believed with a fair degree of success. At all events their conscience does not reproach them for any lack of good intentions; and for any unintentional shortcomings—they are willing to have them overlooked and forgiven.

But the motive power of such a periodical as this is not purely patriotic, although that is the prime controlling motive—the desire to do some little good in our day and generation, to further the interests of a great cause which underlies and overshadows all others in this golden age of the world's history. And never has better opportunity been afforded to render service to his kind than each good man enjoys to-day in this radiant land of religious and political freedom. Business profit also is a subordinate consideration. Whether the incredulous believe it or not, our subscription list is a feature of no small importance in the publication of such a periodical as *The Journal*. There is room on our mailing lists for many more names. We have not grown "rich" in publishing *The Journal*, but pay interest on the same old mortgages as ten years ago, and have always the same interesting problem of how to make annual income equal expenses.

More teachers should read *The Journal*. They need it, and they should have it. More School Directors should see it monthly, for the good they may find in it, and that they may know what is going on in school affairs throughout the State. It will aid them in keeping more fully abreast of the times, as all should do who are entrusted with the care and oversight of educational work. As a bit of School Board experience we quote from a letter received a short time since, in which the writer says: "Enclosed find our order for copies of *The Journal* for our full Board. Last year I had some difficulty in persuading the members to subscribe, but now they would not be without it for many times its price. Every Director in the State should take it. I subscribe for several educational journals, but in my judgment none of them equals *The Pennsylvania School Journal*. Long may it live!"

It is gratifying to know that good men so regard it. If they are not in error, then we need ten thousand more readers in Pennsylvania! Teachers who want stimulating thought, or who desire to refresh their minds, will find in these monthly numbers much that will brighten their way and aid them in the routine of the school-room. Teachers who do not read —and their name is Legion—are apt to get into ruts that grow deeper as they are more worn, and in spite of themselves they cease to be progressive. Every man or woman, boy or girl, who is employed as an instructor in a school-room anywhere, would be the better teacher for reading an educational magazine.

But far more effective than individual action is official authority. Supt. Whitaker, of Shenandoah, in our last issue, reports in his monthly items, that the School Board "has subscribed for a copy of *The Pennsylvania School Journal* for each member and *for each teacher* for the coming year." The number of teachers employed by the School Board of Shenandoah is fifty-one, and under this order—conceived in a spirit of wise generosity awake to the highest public interest—*The Journal* goes monthly to the personal address of each one of them, to be suggestive and helpful in routine school-work,

and, what is of still greater importance, in the building of character. It would not surprise us to know that it is one of the best items of outlay in the expense account of the schools of Shenandoah for the current year.

This is a legitimate expenditure in the interest of good schools, and but follows the practice of other School Boards in years past. It is a safe example to follow for School Directors who have not yet taken the subject under consideration. If the Secretary of the School Board to whom the official copy of *The Journal* is sent will call the attention of the Board to this matter at their next meeting, he will be doing the teachers a personal kindness and the schools a valuable service, and he will at the same time be aiding our subscription list in a practical way.

If our readers generally think well of *The Journal*, will they not mention it to such of their friends who are not subscribers, as may be interested in the work of education at home or in school, so that enlarging patronage may enable us to make it still more worthy of support?

IMPORTANCE OF THE CLASS IN READING.

COUNT TOLSTOI—not Leo, the great writer, but the Russian Minister of the Interior—proposes to stop the growth of Nihilism by putting an end to the higher education of any members of the poorer classes. In 1887 he issued an order from which Dr. Strong, in his book entitled "The New Era," makes the following extract:

"The gymnasia, high schools, and universities will henceforth refuse to receive as pupils or students the children of domestic servants, peasants, tradesmen, petty shopkeepers, farmers, and others of like condition, whose progeny should not be raised from the circle to which they belong, and be thereby led, as long experience has shown, . . . to become discontented with their lot and irritated against the inevitable inequalities of the existing social positions."

It can not be denied that the schools are to be blamed for part of the discontent which prevails among the masses, but not unfrequently it is that "divine discontent" of which the poet speaks, and in the enjoyment of which all good men are blessed. Teach a man to read, and you widen his vision and his aspirations. He sees new forms of life and longs to realize them for himself and his family. On the lower plane, it is true, if his eye is fixed upon luxuries which can not be purchased with his earnings, he may grow dissatisfied, and this discontent may ripen into strikes or mob violence, causing loss to himself and others. These experiences are, however, but incidents on the way of progress, the fermentation which in time ceases, leaving "the good wine" of commerce—here, it may be, the very wine of life.

The ability to read should increase the sum of human happiness, because it multiplies the possible sources of enjoyment. The application of steam to the printing press has brought the great dailies within the reach of the poor man's purse, and has cheapened the works of standard authors to such an extent that a collection of classic writers is possible in every workingman's home. In the library the reader can associate with men of wit and genius when they are at their best, and can choose his company from the authors of every clime and country. Here the rich man has no vantage ground over the man who tills the soil or toils with his hands. The former may have more expensive binding, but of the real essence of the book he can enjoy no more than any other reader. Indeed, in one respect, the man who eats his bread in the sweat of his brow has the advantage over those engaged in a profession. The lawyer, the physician and the clergyman exhaust their mental energy in professional duties, and when evening comes they must seek rest and recreation in physical exertion and in a change of occupation. The laborer, on the other hand, can find rest and an agreeable change at the close of the day in literary pursuits or in the study of art, or of natural science in one or another of its many fields. The time may come when those who have read and studied most widely and to the best purpose will be found not among the specialists in professional life, but among the toilers of the land.

The most conspicuous example we know in Pennsylvania of such a toiler in the dust of the shop, as artisan and artist, for the ten hours and more of each working day, and then for five or six hours of each night among his books and his world-wide correspondence, surrounded by the largest, most valuable, and most

wonderful collection of butterflies in America, and the second in size and importance in the world, is a quiet citizen of Reading. We refer to Herman Strecker, who designed and made from a massive block of granite the unique monument over Dr. Higbee's grave at Emmittsburg, and whose art-work in stone has given him a wide reputation at home and abroad among people not one in fifty of whom knows of his scientific attainments or of his hundred thousand butterflies. These two men were rare friends. Hugh Miller himself would have been a worthy third in their goodly company. Mr. Strecker, in the pursuit of his special line of study, has probably learned more of local, political, and physical geography, more of lands and peoples in every part of the globe, than is known by all the Superintendents of Pennsylvania put together, not omitting the Department of Public Instruction. And yet, for thirty-five years or more, he has all the while done his full day's work in marble or granite.

Many deprecate the division of labor on the ground that the artisan can no longer take individual pride in the product of his hands. If twenty-two men are occupied in the manufacture of a pin, no one can claim much of the workmanship; and each man's share will soon degenerate into mere routine. That the movements of a handicraft should gradually become automatic, is a blessing rather than a curse. It leaves the spirit free to roam in loftier realms, whilst the lower consciousness is occupied with the production of things useful for sustenance and comfort. The apostle Paul, without doubt, evolved many of his grandest thoughts while his hand was occupied in tent-making. Some of the best thinkers whom the world has ever known, find reflex movements like walking or playing with a button helpful in draining off the impulsive waves which are caused by the transmission of outside impressions to the reflex centres.

Evidently here is a channel through which the teachers can pour a flood of happiness upon the rising generation. In the reading class the pupil may learn to appreciate good literature, and acquire a source of enjoyment of which he can not be robbed by any vicissitudes in after life. From this point of view the reading class rises in importance, and the order of Count Tolstoi looks like a new species of tyranny, lacking the very essence of the good-will toward the child of the peasant to which it makes pretension on the surface.

All this requires time devoted to the class by a good teacher who knows good books and loves good literature. Unhappily such teachers are less numerous than we could desire. But the future is full of hope, if the advance in salaries be continued, the length of school term be steadily increased, and the school-house in its equipment and surroundings be made to realize this latter-day ideal of a temple of learning.

WILKES-BARRE.

SOME years ago progressive citizens like ex-Governor Hoyt and ex-Attorney-General Palmer were elected to the School Board of Wilkes-Barre. They began to look around for the best teachers whom they could secure, regardless of the cry that the daughters of the taxpayers should be selected to teach the schools. The wisdom of the new policy was soon seen in the increased efficiency of the instruction and in the pride which the citizens took in everything connected with the education of the city's children. One school-house after another was rebuilt upon the most approved plans, and the twelfth new building was formally opened on Friday afternoon, September 8th, at the close of the City Institute. Addresses were delivered by State Superintendent Schaeffer, Gen. E. S. Osborn, Gen. H. W. Palmer, Dr. G. W. Guthrie, Supt. J. M. Coughlin, and by Dr. W. G. Weaver, who presided on this occasion.

This last building eclipses all its predecessors in the perfection of its details, and yet the cost was only $19,450. It has eight rooms, is heated and ventilated by the latest system, and lighted by windows which are four feet above the floor and admit the light as near the ceiling as possible. The cloak and hat rooms are models in arrangement. There is a special room connected with each school-room in which the teacher can keep the school supplies and text-books not in the hands of the pupils. There are also two rooms which can be used for teachers' meetings and for the establishment of a library containing books of reference and the standard literature of pedagogy. Happy are the children for

whom the school is thus made as attractive as the home!

In all schools there are pupils who are strong in certain branches and weak in others. Sometimes a boy who is deficient in one study, is kept back on that account and loses valuable time because he can not be promoted with his classmates. Supt. James M. Coughlin of Wilkes-Barre proposes to remedy this difficulty by uniting grammar grades C, B and A (6th, 7th and 8th years) into one school, giving each teacher her special branches and allowing greater flexibility in the classification. Certain pupils may thus recite in a more advanced class in Arithmetic and in a less advanced class in Grammar. Those who are weak in Spelling may be organized into a special class for extra drill. In this way the children will not be treated as if they existed for a rigid system of grading, but their welfare will shape the classification. This will not only save valuable time, but also help to keep up the interest in study.

BISHOP KEANE ON THE ENDS OF TEACHING.

At the Educational Congress recently held in Chicago, four days were spent in studying educational methods. Bishop Keane, President of the Catholic University of America, Washington, D. C., delivered an address on the last evening, in which he pointed out that methods of teaching are always shaped and moulded by the ends aimed at. The address was terse, clear, forceful, and very suggestive. The following summary of its leading points deserves the perusal of all earnest teachers:

A right understanding of methods presupposes a right understanding of the ends aimed at. What then are the ends to be aimed at in education? Socrates found it was easier to ask such a question than to have it answered satisfactorily; yet every intelligent educator ought to have a correct answer to this question. Various answers to it may, however, be expected.

First: Some may say that the end of education is to impart information. Then its method would be to drill the memory, and to store it with typical facts. But mankind recognizes that education must have a more practical end than merely to stock the mind with information.

Second: Hence, it will be answered, the end of education is to fit for the struggle of life; or, still more practically, to fit to make a living, to take one's part in the industrial and economic life of the world. The method then would be to give a good acquaintance with the three "R's," and even some manual training; and, for one who is to be in the ranks of capital, acquaintance with the scientific branches connected with his branch of industry. Now, all this is, indeed, indispensable; but all over the world to-day a loud cry is going up from all classes, declaring that human life means more than this, and that therefore education must have higher and broader ends.

Third: Then some will say that the end of education is to make man acquainted with all his rights and duties, and fit him to fill his place in human society. The method then would add training in social and political matters; also in physiology and hygiene; also the cultivation of a public spirit aiding to better social conditions. Again, all this is important, and even indispensable; but Professor Ingram shows in his Compendium of Political Economy that all this is insufficient without a philosophy of Altruism which will be Divine in its authority—in a word, without the teaching and influence of religion.

Fourth: Some protest against this, and say that the cure for all the ills of humanity is to be found in the advance of science. Then the method would be to train man for scientific research, and for the advancement of the "Cosmic Evolution." But Huxley has lately acknowledged (in his Romanes lecture at Oxford last May) that science and the Cosmic Evolution do not suffice for the needs of human life, because they do not imply the survival of the best, and because they have no room for ethical principles. Hence the discussion lately had in Philadelphia as to the best means of introducing ethical teaching in the schools; a discussion, however, so clouded and unsatisfactory that it would sadden the heart not only of a Christian, but even of Socrates. Socrates and Professor Ingram are right. Science calls for philosophy, and philosophy for religion. Three great books are open before man: The book of Nature, the book of Humanity, the book of Divinity. The end and aim of education is to give an acquaintance with each of the

three. The method is indicated by the end. In elementary education knowledge in each of these three books will be very rudimentary, but it must comprise the fundamental and essential. As education rises acquaintance with each of the three books must grow more complete; otherwise, man's intellectual development will be one-sided and his life will topple over. Life must be balanced by the three; they are the *tripod* on which life and all its relations can stand immovable.

It would be well to have a Socrates always in our midst, and it is to this that his questioning would surely lead us.

MERCERSBURG COLLEGE.

THE reopening of the fall season of this school, whose reputation has extended wherever the German Reformed Church is known, and the influence of whose famous teachers has gone far beyond into other faiths and the world at large, marks a new era in its history. The college building has been much improved. Nothing has been left undone by the new President, Dr. Wm. M. Irvine, to make the place attractive and comfortable.

The school will be conducted as a first-class academy during the coming two years. Nine-tenths of the unsatisfactory work done in the American colleges today arises from the fact that students have entered them poorly prepared, and are thereby handicapped throughout the entire course. This school will, be modeled in good measure after the plan pursued in New England academies such as Phillips-Exeter and Phillips-Andover. Boys will be prepared for entering any college which they may select. On the present roll there are represented as many as seven religious denominations. These students are preparing to enter one or another of some five or six colleges, which serves to show the breadth of base upon which the course is built.

Dr. Irvine is a man of fine scholarship and great energy. He was born at Bedford, Pa., where he attended the public schools for six years; after which he spent three years at the Phillips-Exeter Academy, four years at Princeton College, and three years at the Reformed Theological Seminary, always conspicuous for scholarship, oratorical and literary ability, and with a record still more remarkable in the field of athletics. He is a fine disciplinarian, and under his management high hopes are entained for the future of "Mercersburg."

The opening exercises were held in the church. The Board of Regents and the students marched thither from the college building. The address upon this interesting occasion was by the Rev. Ellis W. Kremer of Harrisburg, a member of the last class graduated from the Theological Seminary before its removal to Lancaster in 1871.

In the issue for September 14th of the Chambersburg *Valley Spirit* we find a very interesting sketch of the history of the Mercersburg schools and of the men that made them famous: Rev. Dr. Frederick A. Rauch, a German scholar and theologian of extraordinary attainments, who died at the early age of thirty-five, of whose "Psychology" it is said that it introduced this science to the attention of American students, and won for its author a wide reputation among the scholars of the world; Rev. Drs. John W. Nevin and Philip Schaff, the latter of whom is still living, and both names widely honored in the Christian world for profound scholarship and great service to the cause of religion; Rev. Drs. Henry Harbaugh, Thos. G. Apple, E. E. Higbee, P. S. Davis, G. W. Aughinbaugh, Profs. Wm. M. Nevin, Jacob B. Kershner, Jos. H. Kershner, John B. Kieffer, and others. It is, indeed, a goodly list of noble names. Among them there is one so familiar in the schools of Pennsylvania that we know the following reference to himself and his work here, will be read with interest by thousands. Says the writer:

"Of the teachers and professors of Mercersburg College, Dr. Higbee stands forth pre-eminently as the most shining star in the galaxy of splendid instructors with which that institution was favored from 1868 to 1880. No one who has not been one of his pupils can form any adequate idea of the fullness of learning that was his, or of the ease and grace with which he imparted it to others. He was at home in every branch and department of learning. At one instant he might be solving or demonstrating the most abstruse problem in the higher mathematics, and in the next breath quoting a passage from the ancient classics. All the realms of knowledge seemed to be his, and when his ideas leaped forth clothed in language most simple, yet often so sublime, the student sat in worshipful adoration of his master.

His indomitable energy, his unbounded enthusiasm, infused themselves into his pupils, and that which in other hands was common and stale in his became endowed with beauty and freshness."

Another writer in the *Valley Spirit* talks pleasantly of old-time college days as follows:

"Together we visited almost every nook and corner of the old place, and there was scarcely a pause made in our rounds that did not suggest some interesting reminiscence to my companion, the orator of the day, who related them to me in a delightful manner. But it was while standing in the old rooms formerly occupied by him and some of his fellow-students that he warmed up to the recollections of the past. 'Here,' said he, 'is the finest room in all the building—the only room from which you get a perfect view of Mt. Parnell, and from this other window, Arbutus Hills and the Seminary Woods.' I reminded him that the beautiful woods had long since disappeared before the woodman's axe. Apparently not caring to realize the fact, he continued: 'Seated at this window, I often played chess with Dr. Higbee, who was at the window yonder,' pointing to the house fifty yards or more across the campus. And then he related to me how at first by a wire from one window to the other, and afterward by a code of signals, they communicated the moves to each other. * *

"Once more upon the front porch, I espied the path which students were wont to take as a short way to the college buildings at the other side of town. There was the very tree under which I had stopped one day on my way to Greek recitation, to compare my lesson in Homer with a few leaves of a 'pony' that one of my fellow students had very considerately loaned me. I had no reason to suppose that any one was near at hand to molest me in this new and rather doubtful way of preparing a lesson in Greek. Ere long, however, I was startled by a step in the grass, and a familiar voice that said in passing, 'Taking the near cut, are you?' and as I looked up, Dr. Higbee had passed by and was on his way toward the college. It has been an open question to me to this day whether his words 'near cut' referred to my way of reaching the recitation room or of learning the lesson. However, the doubt was thrown a little against me a few days later when I visited Dr. Higbee's study and found him playing the flute and reading music from a card stuck into the toe of his boot, as an improvised music rack. He was known as a far-sighted man, and I have little doubt that he saw more of my book than I would have cared to show him. But I never asked him about it."

TEACHERS AT THE FAIR.

TO no class of visitors have the almost supernal glories of the Columbian Exposition come with a deeper feeling of relief from the monotony of plodding routine nor with a greater uplifting of the soul's immortal longings than to the teachers of the United States. As invited guests, or in their own excursion trains, or as individual passengers, they flocked thither during the months of June, July and August by tens of thousands, to take in with throbbing heart, keen scrutiny, and kindling imagination, the splendor of this peerless epitome of six thousand years of the world's history, gathered into one clustering object lesson so diversified and vast that it eclipses beyond comparison all former exhibitions for the realistic or ideal entertainment and instruction of mankind.

The informing and educating influences of this vast summer school are so immense and so potential that it is a great misfortune that all the teachers of the continent could not have been there; and, as youthful impressions are so vivid and enduring, we could wish, fervently wish, that all the students in our colleges and seminaries of learning, and all the pupils in our public high schools, could have been there also. It would have been to many of them more than a "cycle in Cathay," arousing higher intellectual aspirations, perhaps kindling an ambition to enter the lists in the world of achievement, not only to do but to outdo all that former generations have accomplished, thus adding to the world's welfare and hastening the dawn of predicted millennial glory.

To the mass of mere sight-seers the Exposition, transcendant though it be in its multiplied attractions, is merely a spectacle and little more; but to men of thought and women of culture—among whom are many engaged in the instruction of youth—it has a deeper significance and more enlightened and enduring influence. To them the exhibits present

themselves as the products of educated mind, in which unlettered ignorance has little part. Behind the products and the factors which created them they search for the generic events which, in the providence of God, have led up to these latest and most wonderful developments near the close of this nineteenth century of the Christian era. They discover, by close scrutiny into history for the leading events of our modern civilization, that (1) the translation of the Scriptures into the common tongue, and (2) the invention of the mariners' compass, seem to be the chief of those controlling events. The one asserted the right of man to all the knowledge within the scope of his faculties and the bounds of his duties; the other opened up the whole world to the light of that knowledge.

In the light of the great rapidity with which in this age we develop results from causes, and adapt means to ends, we sometimes forget how far back in history we must look for the moving springs of action that change the destiny of nations, and in the course of time transform the civilization of the ages. We generally find that they made no noise at the time and attracted comparatively little attention, yet in the slow evolution of the centuries they became a transforming power that changed the world's history and lifted the human race into light and life and freedom never before dreamed of. The Columbian Exposition and the rational, constitutional liberty—civil and religious—which we enjoy, are the latest exponents and fruitage of the underlying principles which came to the surface more than 400 years ago, and made the daring voyages of Columbus possible and the civilization of to-day inevitable.

Under the quickening incentive of what they have taken in at the World's Fair, if our ambitious teachers thirsting for knowledge will, for their own satisfaction as well as for the benefit of their pupils, study the philosophy of history and the *meaning* of its strange panorama of events, they will find the skeleton of dates and dynasties, battles and bombardments, soon clothe itself with flesh and blood, and become instinct with moving life. The soul of things once felt and seen must widen the mental horizon, making dry husks luminous and radiant with a meaning they never before possessed. From this high vantage ground teachers will find themselves masters of the situation, and useful to their classes in history as never before.

Following up this line of study we think they will find the really great events which distinguished the close of the fifteenth and the beginning of the sixteenth centuries to be: 1. The discovery of the New World; 2. The general introduction of the art of printing; and 3. The right of individual knowledge. The last of these is much the greatest and most influential, the first two being merely auxiliary, but essential. But together they paved the way for this prophetic age when "many run to and fro and knowledge is increased." Looked upon in this light especially, the all too brief sojourn in the Enchanted Land at Chicago will mean assured gain to our teachers in the way of intellectual growth and an enlarging mental horizon.

In closing we take a suggestive paragraph from the *Philadelphia Ledger* of September 23d, in which the writer says:

"The people who have been to Chicago and those who are yet to go there have certain duties to perform when they get back. The first of these, as they all recognize, is to send everybody to the Fair who can possibly go, between now and November 1st. The second begins where the first is ended. It is for them to show the lesson of the wonderful White City in their intercourse with their home-worlds for the next year or two. They have seen a realized dream of beauty and grace; seen the miracles of science and the marvels of industry, the wonders of art, the variety in unity of the world's people. Joined with the Congresses, the World's Fair represents not only the achievements and the experience, but the hopes and dreams, and (by contrast) some of the wickedness of the human race. It is a dictionary with many meanings made clear, an encyclopædia, a vast geography, a history. It is at once stimulating and humanizing. People who have had this bountiful experience must reflect it and distribute it, for seasons to come, upon the majority of the stay-at-homes. They must show more than usual courtesy in the breadth of the lesson they have received. They must radiate good-will for peace and right-doing among their fellows, for they have indeed received a diploma, if not a degree. Before them has been unrolled, and understandingly, a great vision of what is possible in this world. Not merely of interna-

tional peace, when armies shall give way to arbitrators, and the wealth of European nations be more evenly distributed for the public profit and pleasure, instead of being massed up into cannons and armed cruisers. They have seen how diverse peoples may be made to contribute to the education of each other, in simplicity, or frugality, or temperance, or in bodily custom fitted to each one's native surroundings. They have seen how even the most widely removed religions can find matter of interest and human sympathy each in the other. They will have learned a great lesson in the courtesy of crowds, consideration, which is our old friend "toleration" in a new form. It is not a little to say that for many people the vague and childlike conceptions of what Heaven will be like have been realized and even enhanced by the visions of the great Exposition. The attitude of the crowd in the Fair grounds towards the individual, and of employés to the crowd, seems also to be a little herald of millennium, which must not expire when the Fair does. Its influences should permeate the government of cities, and of public business wherever the public is served. To do this the individual must radiate it strongly, must emphasize it, must *live* it, dispensing its spirit for all time to come."

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, *October*, 1893.

THE following Permanent Teachers' Certificates have been issued to College graduates under the Act of Assembly approved May 10, 1893:

1. David J. Waller, Jr., Bloomsburg, Columbia County, issued September 20, 1893, graduate Lafayette College, 1870.
2. Charles D. Thomas, Slatington, Lehigh County, issued September 20, 1893, graduate Heidelberg College, 1889.
3. J. Hiram Schwartz, Allentown, Pa., issued September 20, 1893, graduate Franklin and Marshall Coliege, 1889.

STATE APPROPRIATION.

IN the Act for the support of the Public Schools, it is provided that warrants for all appropriations for common school purposes "shall be issued in amounts designated by the State Treasurer, and whenever he shall notify the Superintendent of Public Instruction in writing that there are sufficient funds in the State Treasury to pay the same."

In accordance with this act the State Treasurer began paying at the rate of $150,000 per week on the first Monday in June, and continued at the same rate up to the week of September 18th, when the amount was increased to $200,000. On account of paying Philadelphia and Pittsburg in part, the former $750,000, and the latter $100,000, he may be said to have paid at the rate of $175,000 per week. The total amount sent out to September 20th is $2,832,100.77. The State Treasurer no doubt has valid reasons for not allowing the Department of Public Instruction to send out the appropriation in larger amounts.

The warrants are issued to the treasurers of the several School Districts in the order in which the annual district reports and the accompanying affidavits and certificates are received at the Department of Public Instruction. This general rule is adhered to so far as it is practicable to do so, and no exception is made except in special cases where there are valid reasons for doing otherwise.

The distribution is made upon the basis of the number of taxables returned by the County Commissioners, ascertained at each triennial assessment. The rate per taxable for the school year ending in June, 1892, was $3.455; and for the year ending 1893, it is $3.232. This rate is slightly diminished in counties which contribute to the salaries of Superintendents. The increase in the annual appropriation to five and half millions, made at the last session of the Legislature, will go into effect next year.

Since our population is gravitating away from the country districts towards manufacturing centres, some surprising changes have occurred in the distribution of the appropriation. In Blythe Independent district, Schuylkill county, the return of taxables for 1889 was 51; the appropriation was $174.98. The return of taxables for 1892 is 36, and the appropriation for 1893, which is made upon the basis of this return, is $115.57. The Directors of Schuylkill county have been liberal in the increase of the Superintendent's salary, whereby the rate per taxable for 1892 was reduced to $3.431, and in 1893 to $3.2102. Very marked changes occurred in the following districts:

Philadelphia.

Triennial return of taxables for 1889.	311,95[illegible]
Triennial return of taxables for 1892.	296,07[illegible]
Decrease	15,87[illegible]
Appropriation for 1892	$1,077,790.7[illegible]
Appropriation for 1893	956,924.1[illegible]
Decrease	$120,866,6[illegible]

South Bethlehem.

Triennial return of 1889.	1,847
Triennial return of 1892.	4,522
Appropriation in 1892.	$6,474.67
Appropriation in 1893.	14,615.10

Ford City, in Armstrong county, and Jeannette, in Westmoreland county, had no existence at the time of the triennial assessment of 1889. The number of taxables in the former in 1891 was 190; in 1892, 534. The appropriation for 1892 was $656.45; in 1893 it was $1,725.89. In the latter, Jeannette, the taxables in 1891 were 51; in 1892, 707. The appropriation for 1891 was $69.15; for 1893 it was $2,285.02.

The foregoing statement may help the public to understand the method according to which the appropriation for the support of Common Schools is distributed and paid to the several districts. It may also serve to allay the fear which some directors have felt lest their appropriation had been cut off on account of possible irregularities in the annual report. The State Treasurer promised that after the payment of the sums due the National Guard, and of some other heavy appropriations, he would increase the weekly amount, and the increase for the week beginning September 18th is a fulfillment of that promise.

COUNTY INSTITUTES.

THE annual session of the County Teachers' Institute will be held in the different counties of the State at the times and places which are here named:

Greene	Waynesburg . .	October 2.
McKean	Smethport . . .	October 9.
Lehigh	Allentown . . .	October 16.
Susquehanna . .	Montrose	October 16.
Bucks	Doylestown. . .	October 23.
Cameron	Emporium . . .	October 23.
Chester	West Chester . .	October 23.
Delaware	Media	October 23.
Elk	Ridgway	October 23.
Montgomery. . .	Pottstown . . .	October 23.
Northampton . .	Easton	October 23.
Pike	Milford.	October 23.
Lackawanna. . .	Scranton	October 30.
Luzerne.	Wilkes-Barre . .	October 30.
Columbia	Bloomsburg. . .	Nov. 13.
Dauphin	Harrisburg . . .	Nov. 13.
Franklin	Chambersburg .	Nov. 13.
Huntingdon . . .	Huntingdon . .	Nov. 13.
Lancaster. . . .	Lancaster. . . .	Nov. 13.
Tioga.	Wellsboro . . .	Nov. 13.
Blair	Hollidaysburg .	Nov. 20.
Lebanon	Lebanon	Nov. 20.
Washington. . .	Washington . .	Nov. 20.
Cambria	Ebensburg . . .	Nov. 27.
Adams	Gettysburg . . .	Nov. 27.
Juniata	Mifflintown. . .	Nov. 27.
Mifflin	Lewistown . . .	Nov. 27.
York.	York.	Nov. 27.
Carbon	Lansford . . .	Dec. 4.
Cumberland. . .	Carlisle.	Dec. 4.
Monroe. . . .	Stroudsburg . .	Dec. 4.
Perry.	New Bloomfield .	Dec. 4.
Potter	Coudersport . .	Dec. 11.
Armstrong . . .	Kittanning . . .	Dec. 18.
Bedford.	Bedford	Dec. 18.
Bradford	Towanda	Dec. 18.
Butler	Butler	Dec. 18.
Centre	Bellefonte . . .	Dec. 18.
Clearfield	Clearfield. . . .	Dec. 18.
Clinton	Lock Haven . .	Dec. 18.
Fayette.	Uniontown . . .	Dec. 18.
Fulton	McConnellsburg.	Dec. 18.
Lycoming. . . .	Muncy	Dec. 18.
Northumberland.	Sunbury	Dec. 18.
Schuylkill . . .	Pottsville. . . .	Dec. 18.
Somerset	Somerset	Dec. 18.
Warren	Warren.	Dec. 18.
Westmoreland .	Greensburg. .	Dec. 18.
Wyoming. . . .	Tunkhannock .	Dec. 18.
Beaver	Beaver	Dec. 25.
Clarion	Clarion.	Dec. 25.
Crawford	Meadville . . .	Dec. 25.
Forest.	Tionesta . . .	Dec. 25.
Indiana.	Indiana.	Dec. 25.
Lawrence. . . .	New Wilmington.	Dec. 25.
Mercer	Greenville . . .	Dec. 25.
Montour	Danville	Dec. 25.
Venango	Oil City . . .	Dec. 25.
Sullivan	Dushore	Jan. 1, 1894.
Union.	Lewisburg . . .	Jan. 1, 1894.

QUESTIONS AND ANSWERS.

3. *Question.* Does the law passed at the last session of the Legislature in reference to allowing the children of soldiers to go to any school which they may select, permit those children to go into an adjoining district to attend school?

Answer: Under the provisions of the following act the children of soldiers may claim school privileges in a district other than the one in which they have a permanent residence, provided they have at least a temporary residence during the school term in the district in which application is made, but not otherwise. We give the act as approved by Governor Pattison April 18, 1893.

"An Act relative to the admission and instruction of children of soldiers of the late war of the rebellion, in the common schools of districts outside of those in which their parents, guardians or others entitled to their custody may reside.

"*Section* 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by authority of the same, That any child or children of any person who was a soldier in the service of the United States, in the late war of the rebellion, being, or who shall be, temporarily or otherwise within any school district of the Commonwealth, shall, upon application, be entitled to admission and instruction, the same as resident children, in the proper common school of such district, and notwithstanding such child or children may have, or shall, come into such district for the purpose of attendance at such school, and the residence of the parents, guardian or other person or persons entitled by law to the custody of such child or children be in another district."

ITEMS FROM REPORTS.

ADAMS—Supt. Thoman; Directors are king special pains in the selection of text-oks, trying to adopt such as in their judg-ent are best adapted to the schools. In a mber of districts selections have already en made; in others the matter is under-ing careful consideration. There is no ubt that the late law is giving to many a eat deal of embarrassment. This is not natural, since the plan, as also the inten-n of the law, is not fully understood. me is the only means which will practi-lly solve the important problem of free xt-books and their usefulness in our pub-: schools.

ARMSTRONG—Supt. Jackson: In Kiski-inetas township two new schools have en established; in Apollo one, and in Ford ty one. The school boards have all made eparations to furnish supplies and books is term.

BEDFORD—Supt. Potts: Bedford township building a two-room brick house to take e place of the old frame house at Wolfs-rg. Bloomfield builds an additional room Baker's Summit, increases the number of schools, and makes an arrangement nereby advanced pupils from other dis-cts in the township can be accommodated the advanced school at Baker's Summit virtually making it a district High hool. Broad Top builds a four-room use at Hopewell; Juniata, a new house in e McGir district and furnishes two other uses with good seating and slate boards. ew Paris furnishes one more room and em-oys one more teacher. West Providence ilds a four-room house in the Furnace dis-ct; Southampton, a two-room house at aneysville, in place of the one burned wn. Woodbury also builds a new one to ke the place of one burned. East St. Clair rnishes all its houses with good seating d teachers' desks. We spent in this unty last year more than $20,000 for hool apparatus. The commencement in rerett was looked upon by all as a great ccess.

CARBON—Supt. Beisel: Thirty-three out forty-eight directors attended the seven aminations held in rural districts. Lower wamensing is preparing for a graded hool at Bowman's, by building an addi-n to the school-house. East Penn is ilding a new school-house. Lansford ro' erected a neat iron fence around the hool-building in West Ward. Banks wnship made extensive repairs to the ices and buildings.

DELAWARE—Supt. Smith: About one-half e schools in the county opened August; the others, September 4th; only one dis-ct as late as September 11th. Darby rough, Edgemont, Marcus Hook, Middle-wn, and Ridley Park increased teachers' laries $5 per month, and Thornbury, $10 r month. In Radnor two male principals were employed at largely increased salaries, one at Wayne, the other at Rosemont. The directors of Aston opened an additional school. In Marple the length of term has been reduced by half a month, making it nine months. This being a rural district, the attendance became quite small during the last two weeks, hence the change. In Media and Marcus Hook, the principals were elected for the term of three years.

ERIE—Supt. Miller: Our directors all, so far as reported, have adopted the continuous term, and are adopting the graded course of study.

FRANKLIN—Supt. Zumbro: Mr. Weidman Forster, a very intelligent and progressive director of Montgomery township, was obliged to resign his office on account of ill health. Mr. Cyrus Clever takes his place. Waynesboro has added two more teachers, Greencastle one, and Mercersburg one. The Greencastle building is being enlarged, and partly refurnished. Washington township has erected a new building, and graded the Plainfield school. They have also adopted a course of study. The township High School question is being agitated, and we predict its coming before many years. I examined 150 applicants for provisional certificates, and issued 117.

FULTON—Supt. Chestnut: Particular attention is paid to the examination in methods or theory. Every effort is made to have teachers study works on teaching. I also examine in mental arithmetic, which has not been done for a dozen years. The examinations are rigid, so as to raise the standard of qualifications.

INDIANA—Supt. Hammers: Several houses have been built during the summer, and the total number of schools increased by four. The free text-book law is very generally approved in this county. It is a long step in the right direction and one that will materially increase the efficiency of our schools. The prospects for a successful school-year are very flattering.

LACKAWANNA—Supt. Taylor: In reply to questions about classes graduated, school libraries, apparatus, furniture, buildings, grounds, district institutes, etc., I have received the following information: Principal R. N. Davis, of Archbald, reports: Graduates: a class of 5 in 1892, none this year. Library, 500 volumes bought chiefly by entertainments. A few volumes presented by citizens and publishers. Last year the Board gave the tuition fees of non-resident pupils to the library. Apparatus: 1 globe, 1 Yaggy's physiology chart, and 2 geography charts. Primary schools are supplied with reading charts; grammar and high schools with International Dictionaries. Several schools have outline maps, and the Board has just ordered language charts. Furniture: buildings are tolerably well seated but none properly ventilated.

Principal E. D. Bovard, of Jermyn, reports: Graduates: a course of study adopted

in 1892 and eleven pupils graduated. Last year an assistant principal was elected, increasing the number of teachers to eight. Library: began last year, have 25 volumes Encyclopedia Britannica and 150 books. Apparatus: one large tellurian, three small globes, eight Andrews' wall maps, one Yaggy's chart, and a case of eight small anatomical charts. Building and grounds: large recitation room provided for the principal, and the grounds enclosed with an iron fence.

Principal John A. Moyles, of Winton, reports: Graduates, none, the pupils leaving school before they finish the course. Those attending in the highest department are intending to teach, and leave school as soon as they get a certificate from the County Superintendent. Library: four years ago we gave an entertainment and bought some books; but, as we had no case for them, they became scattered and are now in the hands of the pupils; the Board has now ordered cases, and we shall collect the books and try to add to them. Apparatus: three globes, charts on physiology, geography, history, and astronomy; a few maps; very good slate black-boards. Buildings: well situated with one exception; trees have been planted around nearly all the buildings. One fault in the construction of our buildings is quite noticeable—they are generally too long for their width. We should have water and hose in every school-yard.

Principal Carrie A. Kenyon, of Blakely, reports: Graduates, none. Library, over 100 volumes and money to buy 30 or 40 more, procured entirely by means of entertainments. Apparatus: well supplied with charts, globes and dictionaries; three unabridged have just been ordered, one for each building. Buildings: a beautiful four-room building was opened in the Second Ward, in February, 1893, heated by the Smead system; the Central building is being provided with furnaces instead of the stoves.

Principal M. W. Cummings, of Olyphant, reports: Graduates: eight passed, four not. Library: about 300 volumes, Appleton's Encyclopedia including annuals furnished by the Board; with exception of a few presented, the books were all bought with proceeds of entertainments. Apparatus: three Andrews' globes, one Kennedy's mathematical forms, three Yaggy's physiology charts, Yaggy's geography study, five Appleton's primary reading charts, five complete charts (American Book Company), including all subjects, eight language charts, two sets geometrical solids.

Principal M. J. Lloyd, of Dickson City, reports: Graduates: first class graduated was that of last June, nine members. Library: begun at the Central school and will be increased next year. Building: new four-room building, costing at least $5,000, in course of erection, will take the place of old No. 1; at No. 2 arrangements are being made to heat by steam. Weekly institutes were held last year by the teachers of No. 2 school. Much good was accomplished by these meetings.

LEBANON—Supt. Snoke: The outlook for the coming term is promising. All our districts, excepting six, have a term longer than the minimum required by law. We have no district that pays less than $40 per month for satisfactory teaching. We therefore retained almost all our older teachers. While the salary and the term are still not what they should be, our directors, encouraged by the generous State aid, are moving forward. Independent District adopted a course of study and partially regraded the schools. South Lebanon erected a building at Avon. This gives us two more graded schools. Heidelberg erected a single-room building. Both these houses are complete, well lighted and heated, furnished with slate blackboards and the latest improved furniture. South Annville painted and papered all the rooms, twelve in number. This is a step in the right direction. No other district in the county has its rooms in a more attractive and homelike condition. We hope many others will do likewise. All our Boards have fully complied with the requirements of the law, in regard to free books and supplies. Our directors and teachers deserve much credit for deep interest manifested in this line of work. I feel confident that if our patrons do their share in introducing a universal free system of books, we will be eminently successful in carrying out the requirements of the law.

LEHIGH—Supt. Rupp: I propose to hold a meeting of teachers and directors in each district prior to the opening of the schools; have held one in Hanover township. The meeting was attended by all the directors and all the teachers but two. The text-books require considerable attention this year. Nearly all the districts have made their adoptions. In a few districts the term was increased, and in a few the salary also. In one district, Lower Milford, the term was reduced from six and a half months to the minimum. I am advising the different school boards to subscribe for *The Pennsylvania School Journal*, feeling assured that it will be greatly to their benefit.

LYCOMING—Supt. Becht: The most important of recent educational events was the meeting of the "Teachers' Exchange." About thirty teachers were present. The following questions were discussed: "The Responsibility of the Teacher in the Care of Free Text-books;" "Drawing in the Ungraded Schools;" and a talk on "Civics," by Prof. D. D. Hower, of the Muncy Normal School.

MIFFLIN—Supt. Cooper: An unusually large number of young people have been examined with a view to enter the profession of teaching. A number of these have shown careful preparation for the work; others either fail to understand the requirements of our public schools, or are willing to enter

upon the responsible work of teaching without adequate preparation. Directors should be careful in the employment of teachers, and should indicate a decided preference for those who hold the best certificates. "No teacher can teach what he does not know." Teachers who have long been engaged in the work should not expect special favors, but should keep themselves booked ready for the work.

MONROE—Supt. Serfass: Most of the public examinations were held during August, and the presence of directors and citizens indicated an interest in the work. The school boards throughout the county have been taking active measures to meet the requirements of the law pertaining to free text-books and general supplies. In many districts the teachers' wages have been increased, and in several new buildings are being erected. The borough of Stroudsburg erected a large addition to the high school building. The entire structure is of brick—an ornament to the town, a source of compliment to the enterprising board of directors, and an honor to the people. The East Stroudsburg Normal School opened September 4th with an attendance beyond all expectation.

NORTHUMBERLAND—Supt. Shipman: During the month I visited nearly all the schools of Mt. Carmel township; they have now been in session about one month. The directors are enclosing all the school-grounds with substantial board fences, and preparing to comply with the recent Act of Assembly in regard to outhouses. The general reports from various sections indicate progress. I held twenty-six public examinations.

PERRY—Supt. Arnold: A new school-house has been built in Wheatfield township, also one in Juniata. The house in Duncannon has been entirely remodeled and now has five instead of four rooms. The arrangement is a great improvement and gives better light. A reading and directors' room has been added, also steam heat and slate-blackboards. Prof. E. U. Aumiller, the late County Superintendent, has gone to Wrightsville to take charge of the schools of that place. Several of our best teachers go to other counties, where they receive better wages. There is dissatisfaction among many directors because the State appropriation apportioned to their district this year is much less than the amount they received last year.

SNYDER—Supt. Bowersox: The regular examinations held throughout the county were very well attended by the directors and patrons. Increased interest is manifested by the citizens in the demand for good teachers. This is encouraging. The great majority of the country schools will begin the term October 2d. I am very glad to report that a number of school districts will raise their teachers' salaries; two, I regret to say, have reduced them. The directors throughout the county are putting the free text-book law into effect, all the districts giving tl matter earnest attention. Districts th heretofore refrained from assessing taxe have now levied amounts more than requir for free books. This is a step in the rig direction.

SOMERSET—Supt. Berkey: All regular e aminations have been held; 346 applican were examined; 251 provisional and 8 profe sional certificates were granted; 87 were r jected. Wages of teachers have been a vanced in about half the districts.

SULLIVAN—Supt. Meylert: A five weel Normal Institute was begun August 14, Forksville. More than three-fourths of tl teachers of the county are in attendance, ar much interest is manifested. Tuition free.

YORK—Supt. Gardner: Prof. S. H. Bra ley, principal of the public schools Wrightsville, died recently of Bright's di ease. He had been ailing for some tim and although the duties of the recent scho term were very laborious, yet he faithful attended to them, notwithstanding the add tional work of the recent commencemen The news of his death cast a gloom over tl community, where he was so well known.

BRADFORD CITY—Supt. Roth: A ne course of study for the high school wa adopted by the Board of Controllers. covers four years and includes a course d signed to fit for any American college.

CHAMBERSBURG—Supt. Hockenberry: W have been moving forward. One of tl largest buildings has been refurnished wi the best desks in the market, repapered an painted, making it very comfortable and a tractive. The high school will hereafter conducted as one department instead of tw The whole second floor of the building h been turned into a high school room, wi two class rooms. Success has at la crowned the efforts of those who for a nu ber of years have advocated a united hig school.

HAZLE TWP., (Luzerne Co.)—Supt. Ma hall: In accordance with the terms of t new law everything used in the schools h been furnished free to the pupils. One ne room has been constructed; another open at Harleigh. An excellent corps of teache has been engaged, and everything bids fa for a successful term.

MAHANOY CITY — Supt. Miller: O schools opened September 4th, for a term nine months. Free text-books have been pr vided, and a neat substantial case placed each of the seventeen buildings. Three ne houses costing over $5000 will be ready f occupancy about September 15th.

WILLIAMSPORT — Supt. Transeau: Th most important educational event of th month is the furnishing of free text-books all our pupils. There is a much better a tendance in the beginning of this term tha formerly, and we will make a great effort maintain to the last day of the term this e cellent beginning.

THE HEROIC.—The ordinary events of life are not strong enough to move the whole man; its deeper and more passionate moments show us what we really are. There is that within us which comes forth only upon some strong exterior call. This is the true use of the heroic, of a life transcending life's ordinary possibilities. Such a life is a direct call upon the soul, saying, "Friend, come up higher;" and the heart recognizes its voice, and exults in it, claims it as the voice of kindred risen to a more exalted sphere. It is like air from a mountain summit, where we could not live, and yet which seems our native air and braces us in every nerve. Deeds of heroic daring, of sublime self-devotion, how they stir our hearts, often torpid in response to the ordinary appeals of duty and reason! In teaching, we trust too much to mere intelligence, forgetting that there are many gateways into the soul, and that feeling bursts through them all. Indeed, there is a vast region, the finest and purest in our nature, that can be reached only through sensation.

ROBIN REDBREAST.

Words by ALLINGHAM.
GERMAN AIR.

Allegretto.

1. Good - bye, good - bye to Sum - mer, For the Summer's near - ly done, For the
2. Bright yel - low, red and or - ange, The leaves come down in hosts, The
3. The fire - side for the crick - et, The wheat-stack for the mouse, The

Sum - mer's nearly done; The gar - den smiling faint - ly, Cool breezes in the sun;
leaves come down in hosts, The trees are Indian prin - ces, But soon they'll turn to ghosts;
wheat-stack for the mouse, When trembling night-winds whistle And moan all round the house;

The thrushes now are si - lent, Our swallows flown a - way, But Rob - in's here in
The leath'ry pears and ap - ples Hang rus - set on the bough; 'Tis Autumn, Autumn,
The frost-y ways, like i - ron, The branches, plum'd with snow, A - las! in Win - ter

Chorus.

coat of brown, And scar - let breast-knot gay.
Au - tumn, late, 'Twill soon be Win - ter now.
dead and dark, Where can poor Rob - in go?
} O Rob - in, Rob - in Redbreast, O

Robin, Robin dear, O Robin sings so sweet - ly in the fall-ing of the year.

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THE
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THE happiest life, says Dr. Lyman Abbott, is one which is largely concerned with the life of others; one in which a man's thoughts are taken away from himself and fastened upon the needs and interests of those about him. No man ever got out of his weakness or his sins by continually thinking about them; the only way to get out of them is to work out. No man ever saved himself by thinking; thought without action is futile and barren. A healthy nature finds itself so continually called upon to put forth its normal activities that it has very little time, and very small inclination, to sit down and give itself up to the intellectual luxury of going over its offenses.

DR. ANDREW WILSON, in his "Notes by the Way," in the current number of *Health*, thus discourses on the virtues of sunlight: I have alluded before to the effect of light on the development of germ-life, and have shown that wherever plenty of light is allowed access to microbic growths, these living particles fail remarkably in their development. Light is, therefore, a natural enemy of germ-life, and this fact should be kept in mind by everybody. Certain researches have of late confirmed the destructive influences of light on the vitality of microbes. Thus, various kinds of disease-germs were placed in water, both of sterilized and non-sterilized kind. The germs, it may be added, were such as flourish naturally in water—to wit, the typhoid bacillus, the cholera-spirillium of Koch, and others. The vessels containing water were divided into two series; one vessel in each experiment was freely exposed to light, the other (similar in every respect as to its contents and conditions) was enveloped in blackened paper, so as to exclude the chance of any light gaining access to the fluid. It was found that in every case light was most destructive to the contained germs. In one case, it is reported, very many germs of a particular species were present in the water, which may, indeed, be described as having swarmed with them. After an hour's exposure to the direct rays of the sun, no germs were to be discovered in the water. In the neighboring and darkened flask, germs in the same period had slightly increased in amount. When the flasks were exposed to ordinary diffuse light, as distinguished from the direct rays of the sun, germ life also underwent a marked decrease, although not in so complete a fashion as in the previous experiment.

SUPT. MAXWELL recently gave an informal talk before the members of the Brooklyn Institute on the best methods of teaching language in the schools. Concerning the study of grammar he said: "Let the children be taught to look first for the subject and predicate of the particular sentence they are studying. When they have got the idea conveyed by the subject and that conveyed by the predicate, the meaning of the sentence will have become clear in their minds. It is very foolish to waste much time in the minutiæ of analyzing. In many schools a senseless routine of parsing each word in a

sentence with great particularness and care is gone through every day. A year's work—probably the sixth year of a child's stay in school—ought to be sufficient to give young pupils an adequate knowledge of grammar."

He pointed out that two-thirds of the fine distinctions made in grammars between subjective and potential cases and the like are useless, and simply do not exist in English. Grammarians have made a mistake in drawing so many fine hair-lines, in introducing the complexity of Greek and Latin into our very simple forms and constructions. No "potential cases" exist in English, nor, for that matter, in any language. The speaker excluded it from the grammar he had written, and should continue to do so, even though he never sold another book. He concluded by advising the teachers to get their pupils to grasp ideas, and not memorize forms.

If possible, have singing in your schools. We say this alike to Teachers and School Directors. The *Messenger* is right when it says: "Teach the child a song. Encourage the little ones to sing. Music lessens care and heartache. Often and often the words of a song, the sweet melody, linger in the heart after the voice is silent, and keep alive the courage which had almost died; anxiety and heart pain cause heart disease, and after that quickly comes death. Song sweetens toil, and it is imperative that parents and teachers should aim to increase this means of happiness for the children, if for no other reason than to strengthen their minds and hearts for the labors to be borne in mature years."

It will surprise many persons to learn that being pleasant is often merely a matter of habit. It must be cultivated like every other good habit. It has its root in an unselfish desire for the happiness of others, not excluding one's own family. It will require a great effort at first to check the hasty words, to forego the profitless argument, to withhold the impertinent criticism, to speak the truth *in love*, but it is an effort that is well repaid by the results. Rudeness is never justifiable. It is sometimes necessary to reprove, to warn, to remonstrate, even to speak gravely and plainly of faults that should be corrected; all this can be done without encroaching in any way upon the courtesy that is due from one human being to another. Well-bred persons are never rude; the chivalrous man, the refined woman, hesitate to hurt the feelings of any one with whom they are brought in contact. They treat them with the respect which they exact for themselves. There is no surer sign of a flippant, ill-regulated, narrow mind than a disregard for the rights of others. "Be courteous" is a divine command, as binding as "Be pitiful."—*Congregationalist.*

The men who have accomplished much in improving the world, and left their impress upon their age, were men of prayer. The following was the daily prayer of Dr. Arnold, the head of the famous Rugby school: "O Lord, I have a busy world around me; eye, ear, and thought will be needed for all my work to be done in this busy world. Now, ere I enter on it, I would commit eye, ear, and thought to thee. Do thou bless them, and keep their work thine, that as through thy natural laws my heart beats and my blood flows without any thought of mine, so my spiritual life may hold on its course at those times when my mind cannot conspicuously turn to thee to commit each particular thought to thy service. Hear my prayer, for my Redeemer's sake. Amen."

One of the religious journals gives the following striking illustration of a sad fact: The process of hypnotizing a person is simple. Place before his eyes, and very close to them, some bright, glittering object (a gold or silver coin is often used), in such a way that he will constantly look up to it, and let him fix his attention on this to the exclusion of all other objects. He is soon ready to obey every command of the governing will of the manipulator. There are many who are thus "hypnotized" by looking at wealth. They see nothing else. They are "mesmerized," and it is useless to reason with them till the spell is broken by the power of Him who is "mighty to save."

Education, to be perfect, must consider man in his entirety, must call out the heart power as well as the intellectual power, and educate the great religious element within, as real as either and partaking of both. We must not omit the great fundamental principles of our existence, why we are made, for what object we are placed in this world, what is our future. The very philosophy of our be

ing, the principle which determines the value of all other knowledge, cannot be ignored in a thorough education. The great infinite Being who placed us on earth and our relation to Him, the source of all knowledge and all good, must find the supreme place in education.—*Ryan.*

A YOUNG man is greatly to be pitied who, in this day, in this country, imagines that he was born to be entertained, amused, envied, complimented, voted for, to succeed as this world rates "success." There is for a man one success, one only. It is where the man puts the energy of his will power beside the energy of the Almighty. Foxwell Buxton labored long years in Parliament for the emancipation of slaves in the British dominions, and his name is written high on the roll of England's great statesmen. General Gordon's unsurpassed bravery and military mastery would have made him famous, but there was more than that, and he was more than famous; he commanded, he led, he fought, he lived, he died, with God, and when his nation proclaimed a day for the honor of his name, the church bells of all England were tolled. Manhood a struggle? Yes, but what that is worth having is not worth a battle? Where is the supreme glory of humanity but in sacrifice? Where has the world built its monuments but for those who have suffered for its sake? Old age a regret? Oh, yes, there are failures enough, and none know it better than they who have done best. But what follower of the Crucified ever failed of this—to find that our shortcomings, when repented of, are transformed into stepping-stones to victory, and the going down of the sun into the dawn of an everlasting day.—*Bishop Huntingdon.*

A LEADING Catholic newspaper, the *New York Tablet*, lately contained a remarkably bold and clear article on the parochial school question, from which the following paragraphs are taken:

"The pretense of the enemies of our public schools that the school-room is a point of attack against the faith of Catholic children is preposterous, and is calculated to excite the indignation and resentment of non-Catholics who know it to be untrue. Neither is it true, as pretended, that there is any attempt made in the public schools to lead the young into indifference with regard to all religion, which is sure to end in infidelity. How, it may be asked, can the teaching of reading, writing, arithmetic, drawing, singing, and kindred branches taught in our public schools conduce to indifference to religion, or a loss of faith? Is there not quite as much danger incurred in learning any ordinary branch of business, or any of the mechanical trades?

"Children attending the public schools have, besides, Saturdays and Sundays, and the hours not spent in the schoolroom, which may be devoted to religious instruction, if those whose duty it is to impart such instruction perform it.

"The separate education of the youth of the country tends to destroy the principle of homogeneity in our population, creates suspicion and distrust in its ranks, which is often perpetuated after the youth attains to manhood to the injury of the individual and the community.

"Nor should it be forgotten, in relation to this problem of education, that in the majority of localities parochial schools are an impossibility, owing to the fewness or poverty of the Catholic population, and that in no place are they equal to the public schools in efficiency. This is natural, as the state can furnish better equipment than can be secured by voluntary efforts. Hence, children educated in the public schools have an advantage over their rivals in beginning their life work, and can surmount its difficulties more readily."

THE following is from the report that appears in the Public School Art League's exhibit at the World's Fair:

"The walls of all school rooms should have some color; for I have often seen children immediately and permanently recover from a persistent recurring diseased condition of the eyes when removed from a schoolroom with white walls and sent elsewhere to school, or kept at home, where the walls were tinted. The principal color of the walls should be of an even tone, so that the amount of light reflected will be the same from all parts of the surface. Waving or clouded effects are very trying to sensitive eyes. Any color may be placed in its proper position with regard to its safety for schoolroom walls by remembering the general rule with regard to the sensitiveness of the eye to the colors of the spectrum, which is that the nearer the color to the red end of the spectrum, the more irritating it is

to the eyes; and the nearer the color is to the blue end of the spectrum, the easier it is to the eyes, with the single exception that the extreme violet rays are also irritating. From this it will be seen that red and all its derivatives should be rigidly excluded. Orange also is nearly as bad. Yellow should never be taken by preference, but may be justifiable in an otherwise dark and ill-lighted room. Greens and blues are absolutely safe colors, and it is not at all necessary that the colors should be pronounced; very pale shades are often as comfortable as dark ones, and give a lighter and more cheerful room."

ONE of the Cincinnati principals, in compliance with the Superintendent's request that the principals should state the qualifications of each teacher under their charge, made the following reply as to his best teacher: "She has a good conception of the true end of education and the methods by which her aim should be accomplished. She does not neglect morals to the exclusive development of intellect; she does not load the memory with details first and essentials afterwards; she does not close her eyes to the fact that training is of paramount importance in the acquirement of knowledge, and that the power derived from such acquirement of knowledge is of more consequence to true growth than the facts themselves. She appreciates that mental powers are of slow growth; that the brain, the organ of the mind, is variously active in different individuals; that cells are concerned in all physical action; that cell activity produces waste and necessitates repair; that excessive and abnormal cell stimulation, caused by overtaxing methods, does positive and lasting injury to the welfare of the individual, thwarting the harmonious development and precluding the attainment of happiness."

IN an address which he delivered during the last General Convention in Baltimore to the students of Johns Hopkins University, Rev. Phillips Brooks spoke substantially these words: "In trying to win a man to a better life, show him not the evil but the nobleness of his nature. Lead him to enthusiastic contemplations of humanity in its perfection, and when he asks: Why, if this is so, do not I have this life? then project on the background of his enthusiasm his own life. Say to him: Because you are a liar, because you blind your soul with licentiousness, shame is born—but not a shame of despair. It is soon changed to joy. Christianity becomes an opportunity, a high privilege, the means of attaining to the most exalted ideal—and the only means. Herein must lie all real power; herein lay Christ's power, that he appreciated the beauty and richness of humanity, that it is very near the Infinite, very near to God. These two facts—we are the children of God, and God is our Father—make us look differently at our neighbors, very differently at God. We should be surprised, not at our good deeds, but at our bad ones. We should expect good as more likely to occur than evil; we should believe that our best moments are our truest. I was once talking with an acquaintance, about whose religious position I knew nothing, and he expressed a very hopeful opinion in regard to a matter about which I was myself very doubtful. 'Why,' I said to him, 'you are an optimist.' 'Of course I am an optimist,' he replied, 'because I am a Christian.' I felt that as a reproof. The Christian must be an optimist."

IN speaking of Eastern life at the World's Fair, *Harper's Bazar* says: "One need not go to the East to-day to see the picturesque life of the Moslem. He need only buy a ticket to Chicago. There, in precise reproduction, he gazes, for instance, on the street life of Cairo, the bunched-up and loose-flowing garments that have not changed their styles since Abraham rode under desert palms, and Isaac alighted from his camel to meet Rebecca. The slow-moving camels, the donkey boys, the venders of fruit, and the shop-keepers in the doors of their dingy bazars, are to be seen in our White City of Enchantment just as if they had stepped bodily out of a scene in the "Arabian Nights." Here is the Egyptian juggler with his mystery and his cunning sleight of hand, which our clumsy Occidental wizards simulate in vain, their tricks being open as the day in comparison with his. This caravan denotes the arrival of pilgrims from Mecca. They have made the sacred journey in hope of gaining heaven's pardon for their sins and setting a goodly sum to the credit side of their account with the next world. That there is a wonderful fascination for Occidentals in these scenes of life and costume from Oriental lands, brought down from the

dawn of civilization, was proved by the throngs who visited the Rue de Cairo in the last Paris Exposition and who visit the exhibition now repeated in Chicago."

THIS pertinent advice of Henry D. Thoreau might be followed with profit: "Drive a nail home and clinch it so faithfully that you can wake up at night and think of your work with satisfaction,—a work of which you are not ashamed. And only so will God help you. Every nail driven should be another rivet in the machine of the universe, you carrying on the work."

THERE is a story of John Wesley, who was once walking with a brother who related to him his troubles, saying that he did not know what he should do. They were at that moment passing a stone fence to a meadow, over which a cow was looking. "Do you know," asked Wesley, "why the cow looks over the wall?" "No," replied the one in trouble. "I will tell you," said Wesley. "Because she cannot look through it; and that is what you must do with your troubles—look over them."

LAY aside for a day the spelling book, and try an exercise like the following: Let the pupils take their slates and write their own names in full; the teacher's surname; the name of the county in which they live, the State, their post-office address; the names of four winter amusements; of four summer amusements; how many days in this month; what we plant to get potatoes; a definition of a druggist; the names of six pieces of furniture; of six kinds of tools; the names of the seven days; name of the year, month, and day of the month; a verse of poetry, and a verse of Scripture from memory.

SPELLING some people think is becoming a lost art. We have not yet lost faith in the spelling book. Would it not be an interesting and profitable exercise for the Superintendent at County and Local Institutes, to have a carefully selected list of a hundred words given out, fifty on each of two days, these to be carefully corrected and reported upon? Prizes might be awarded to the best spellers. The state of New York, through the department of education, is looking up the spelling of the teachers. In each of fifty-eight county institutes one hundred words have been given out for spelling. Here are the results in a sample of the work:

There were three county institutes held the last week of the season with a total attendance of 291 teachers. The figures show how many of the 291 missed the word: Alacrity 86, apothecaries 67, accommodate 140, accrued 81, asthmatic 69, abridgment 187, avaricious 94, alphabetical 39. affirmation 60, beneficent 125, collegiate 46, committees 110, censurable 93, consoled 14, coalesce 141, ceremonial 52, christening 45, consensus 230, debility 9, differentiate 129, duplicates 13, dominance 118, declaration 23, dismissal 31, diphtheria 104, extolled 129, elementary 20, effervescent 106, economic 70, emissary 141, embarrass 169, favorites 14, feminine 33, February 31, financial 30, gallows 69, grammatical 50, guarantee 95, homily 90, inseparable 77, incomparable 94, intelligent 36, Ithaca 133, impotent 44, inimitable 74, impetus 86, intercede 30, inflammatory 170, limiting 11, legislature 44, liberal 7, lathes 53, legality 23, mirrors 22, marriageable 98, matinee 68, moneys 106, medicinal 42, mercantile 81, malign 103, nutritious 92, nullify 54, omitted 41, obsequies 78, pluralities 28, prejudice 112, parliamentary 132, permissible 180, professor 51, quarantine 82, pitiless 44, phosphorescence 171, partisan 57, paroled 93, Poughkeepsie 51, possessed 51, regretting 60, rheumatic 32, requirement 25, resistance 30, suffrage 118, sensible 40, suffices 43, soliloquy 125, sustenance 95, Susquehanna 59, suicidal 51, sewerage 57, suburbs 82, subordinate 22, sinecure 128, susceptible 93, Tennessee 55, Tammany 18, umbrellas 25, vestibule 34, weird 139, inheritance 48.

ACCORDING to *The Schoolmaster*, "stability" was recently defined as being "the cleaning up of a stable," and an answer to some question about insurance had this passage, "The money is provided by the company to defray the expenses by the birth of members in pecuniary distress." In summer, it seems, "the day is longer owing to expansion by the heat;" and that season itself is thus explained: "Once a year we have the whole bright side of the sun turned towards us. Then it is summer. The sun is in the solstice and stands still." "What comes next to man in the scale of being?" inquired an examiner. "His shirt," was the reply. Asked to give the distinction, if any, between a fort and fortress, a boy nicely defined them: "A fort is a place to put men in, and a fortress is a place to put women in." On being asked what the chief end of man was, another boy without hesitation said, "The end what's got his head on." A teacher asked a

juvenile class which of them had ever seen a magnet. A sharp urchin at once said he had seen lots of them. "Where?" inquired the teacher, surprised at his proficiency. "In the cheese." Being asked what conscience is, a boy replied, "An inward monitor." Asked what a monitor means, the ready answer was, "An iron-clad vessel." Another lad was asked what he understood by "celerity," and "perhaps from experience," says the contemporary account, he described it as "something to put hot plates down with."

PATIENCE is the truest sign of courage. Ask old soldiers who have seen real war, and they will tell you that the bravest men, the men who endured best, not in fighting, but in standing for hours to be mowed down by cannon shot; who were most cheerful and patient in shipwreck and starvation and defeat—all those things ten times worse than fighting; ask old soldiers, I say, and they will tell you that the men who showed best in such miseries were generally the stillest, meekest men in the whole regiment. That is true fortitude; that is Christ's image—the meekest of men, and the bravest, too. —*Charles Kingsley.*

KEEPING ONE'S MOUTH SHUT.—What a rare accomplishment it is to be able to keep one's mouth shut! A young man once applied to the proprietor of a large business house in New York for a confidential position. Upon being asked what his capabilities were, he replied that he did not know, without a trial, whether or not his work would be satisfactory to the proprietor, but he did know two things—he knew he was perfectly honest, and he knew he was abundantly capable of keeping his mouth shut. The proprietor, appreciating how important were both these traits, engaged the young man at once. Many a man's success in business has been limited by a too free use of his tongue, concerning his own business affairs or those of his employer. But, if it is important to keep one's mouth shut in a physical sense and from a business standpoint, what a positive virtue does such an accomplishment become in a spiritual sense? David understood this when he prayed, "Set a watch, O Lord, before my mouth; keep the door of my lips." (Ps. cxli. 3.)

What a vast amount of tongue-wagging we should save ourselves, and how much sooner we should come to know the intrinsic value of golden silence, were we only to resolve, when speaking of other people, that unless, forsooth, we could say something good of them, we would keep our mouths shut. The tongue is, indeed, an unruly member; and if we cannot completely tame it, we can at least accomplish a great deal in that direction by the conscientious practice of keeping our mouths shut at such times as we are tempted to give utterance to words of "anger, wrath, malice, railing, shameful speaking."—*S. S. Times.*

IN a recent issue of the *Sunday School Times*, Prof. Robert Ellis Thompson presents a special reason why the Sabbath is needed amongst us. He says: "With every generation of our history the rush of activities becomes more absorbing and more strenuous, and the danger of ceasing to be men in becoming mere workers grows upon us. Societary circulation is swifter; invention brings man closer to man, and multiplies the demands on our time and thought, while seeming only to increase our comforts. The outward look on life leaves us less time for the upward look on God. The 'things seen and temporal' increase in number and interest, till we need an effort to get our gaze turned to the things unseen and eternal. So the need of the day of rest grows instead of diminishing, and experience forces men to see the uses of Sunday even for lower ends than these. We need it that man and beast may not be worn out by 'the pace that kills.' We need it that men may preserve their mental sanity and retain their fitness for the best work they are capable of. But, after all, we need it most to keep us in that living relation to God which is needed to keep us men."

WHEN we make it the end of our existence to accumulate for ourselves any kind of advantage, we sever the ties which God has drawn to bind us to our fellow-men. What can be more pathetic than the spectacle of a mere rich man, who has not a friend outside his family circle, who is followed everywhere by the detectives he employs to guard a life which is valuable only to himself? Well might it be said of such a man, by the artist who painted his picture, that he had the look of a hunted animal. But this is no more than an extreme illustration of a tendency which is more or less present in

all lives. We can maintain wholesome and true relations with our fellows only by refusing to make ourselves the centre to which we refer everything. "That way madness lies," while the only true sanity is in forgetting self in the joy of service to our fellow-men and to God.

No one can succeed as a teacher who is not himself a student. Close and constant study not only of the subjects to be taught, but of others outside of and beyond these, is the price that every one must pay for real success in the school-room.

I CONSIDER a human soul without education like marble in a quarry, which shows none of the inherent beauties until the skill of its polisher fetches out the colors, makes the surface shine, and discovers every ornamental cloud, spot and vein that runs throughout the body of it. —*Addison.*

WHY is it that a body of school teachers are so undemonstrative? The most eloquent speaker in the land can hardly extract applause from them. They will often sit like so many tombstones, without thinking that a little applause would revive and encourage the speaker. The president of a teachers' convention asked for opinions on corporal punishment, and other points on various subjects, and it was like drawing teeth to get an opinion out of them. Now, why should this be true? Are they too ignorant to talk on such subjects? We do not believe this. Is it not true that there are teachers in the land who have taught for years and never have spoken a word before an assembly of teachers? The writer is acquainted with such characters, and is free to confess that if these particular teachers had their just dues, they would be consigned to the waste-basket. They are too modest for any use.—*Western School Journal.*

SELAH MERRILL, United States Consul at Jerusalem, says in *Scribner's Monthly:* We are now at the Jerusalem station, which is 2,480 feet above the level of the station at Jaffa; and we have made the journey in three hours and a half. Two years and a half have been occupied in building the road, and the cost of it was not far from $2,000,000. Four dollars will buy a round trip ticket, first-class, good for two days, from Jerusalem to Jaffa. On Sunday, August 21, an engine came within a few hundred yards of the Jerusalem station; but the track to it had not then been laid, and it was not until Saturday, August 27, at ten o'clock in the forenoon, that the first through train from Jaffa, with engine and passenger cars, actually arrived at the station. This is stated as official information, partly for the reason that some persons like to be exact in such matters, and partly because the report has, either through oversight or carelessness, been widely circulated that the first train arrived at Jerusalem on Sunday, August 21, which is not historically correct.

A WRITER in the *Atlantic Monthly* says: There are many men and women who have picked up a smattering of botany or ornithology in childhood, and find it afterwards a never-failing occupation, opening new vistas and revealing deep secrets, always within reach and always fascinating. Careful study of this kind sometimes breeds a contempt for large effects, keeps the eyes near earth on miscroscopic beauty; but how close it brings one to the intricate mystery of life! Science, too, has the great advantage of being accessible in fragments, and not requiring life-long familiarity for the appreciation of its pleasures. It is different from literature, which demands a patient apprenticeship, and is not open to the first comer. A busy man sees a great deal out of doors to interest him at odd moments; but he is not likely to make close friends of Homer and Dante.

No red-letter day in the calendar seems to have taken a firmer hold on the affections of the people than Arbor day. The observance is of the utmost importance in impressing on the children in the schools an idea of the beauty and usefulness of trees, and the necessity of preserving them. The honor of originating Arbor day belongs to Hon. J. Sterling Morton, present Secretary of Agriculture. Twenty-one years ago, on the recommendation of Mr. Morton, the Nebraska State Board of Agriculture passed a resolution offering prizes for those who should plant the most trees. That year more than one million trees were planted in Nebraska. Since then the day has been celebrated annually, and the interest in tree-planting has taken other practical forms. The gain to the State in increased fertility and beauty can scarcely be computed. Other

States were not slow in perceiving that what was good in Nebraska would be good elsewhere, and one by one they encouraged tree-planting. Arbor Day is now observed in all parts of the Union, the States arranging the dates in accordance with nature's time for bringing forth the leaves in different latitudes.

IT has been settled by actual tests that a cablegram can be sent to London from the New York Exchange and an answer received in four minutes. Ordinarily the time is much longer, but on this occasion a special effort was made with the above remarkable result.

So much of the noblest life which the world sees dissatisfies us with its partialness; so many of the greatest men we see are great only upon certain sides, and have their other sides shrunken, flat and small, that it may be well for us to dwell upon the pictures of a humanity rich, full and strong all around, complete on every side, the perfect cube of human life, which comes down out of heaven from God.—*Phillips Brooks.*

So many people have been inclined to argue from the well-known examples of marital unhappiness the inability of a gifted man and a gifted woman dwelling together in unity, that it is pleasant to read of the experience of Alphonse Daudet and his talented wife. "I was quite a young fellow," the author tells us, "and had a great prejudice against literary women, especially against poetesses; but I came, saw, and was conquered, and I have remained under the charm ever since. People sometimes ask me if I approve of women writing. How should I not, when my own wife has always written, and when all that is best in my literary work is owing to her influence and suggestion?"

THE *Churchman* says: We have no manner of doubt of the potentialities of the human mind and of the human spirit, but, for ourselves, we do not look for the key to them in this life. Psychology and Pneumatology are as yet infant sciences, from the Baconian standpoint, and even Physiology is but a youth in knickerbockers. The sudden relish for everything which offers a short cut to the mysteries of human nature is probably a transient reaction from the hard materialism of recent physical science. Psychology is a convenient hammer just now to reduce these boulders to road-metal; but eternity is the only arena for such study with any hope of completeness. It is well enough to learn the alphabet here and now, as occasion offers; but even of eternity, one is reminded of the divinity professor's reply to the question: "Shall we know each other in Heaven?" "Tut! tut! Do we know each other here?"

WHAT WE KNOW OF THE SUN.

BY ROBERT BLIGHT.

THE Astronomer Royal for Ireland, Sir Robert Ball, in his valuable lectures on "Star Land," tells a good story: "There were three students brought up for examination in astronomy, and they showed a lamentable ignorance of the subject; but the examiner being a kind-hearted man wished, if possible, to pass them; and so he proposed to the three youths the very simplest question that he could think of.

"Accordingly, addressing the first student, he said: 'Now, tell me which, does the earth go round the sun, or the sun go round the earth?' 'It is—the earth—goes round the sun.' 'What do you say?' he inquired, turing rather suddenly on the next, who gasped out: 'Oh, sir—of course—it is the sun goes round the earth.' 'What do you say?' he shouted at the third unhappy victim. 'Oh, sir, it is—sometimes one way, sir, and sometimes the other.'"

It is to be hoped that my readers are in better case than these unfortunate students; but yet it may be of some use to them to consider what kind of answer they would give if asked: "What is the sun?" If they would reply only "It is a ball of fire," their knowledge, true as it is, would be no advance on that of the ancients, who knew quite as much about the "Ruler of the Solar System."

TELESCOPES IN SCIENCE.

A summary, by no means exhaustive, of what we know, is to be the object of this and a succeeding paper. Formerly the astronomer had to rely on the telescope, reflecting or refracting, for his information. As the heat and light of the sun rendered it difficult to use the telescope, the astronomer's means of obtain-

ing direct information about the sun's appearance and constitution were limited. But when it is remembered that the first practical discovery of the telescope was made in Holland in A. D. 1608, and that Galileo did not construct his first "optic glass" until A. D. 1609, its revelations during less than three centuries have been nothing short of astounding.

Here it may be well to warn the inexperienced never to attempt to look at the sun directly through a telescope, however small, or through a field glass, or opera glass. Telescopes can be fitted with proper apparatus for observing the sun, and observation is then safe, easy, and agreeable. A piece of smoked glass will enable any one to look at the sun with the naked eye. By placing the object glass of a telescope at a hole in the shutter of a darkened room, and holding a sheet of white paper to receive the image through the eye-piece, a very good picture of the sun can be obtained at a distance from the eye-piece easily ascertained by experiment. Nearly every work on astronomy has a sketch illustrating this method. Elaborated with special apparatus, it is the method by which Father Perry, of Stonyhurst, England, has made his studies of the sun spots.

In spite of the magnificent improvements in telescopes, our knowledge of the sun's condition would be of a very meager kind indeed had we to depend entirely on the telescope. The spectroscope, however, comes to our aid. This is not the place to describe this instrument, which has enabled us to investigate the sources of light, their state and their motions. It must suffice to say that it is an adaptation of prisms, by which we can study many astronomical phenomena invisible to the telescope, as well as many chemical phenomena.

Again, the photographic camera has been pressed into the service of the astronomer, and its sensitive eye and retentive retina, in the shape of lens and plate, are of exceedingly great value in modern work.

Armed with telescope, spectroscope and camera, trained to draw logical inferences, to make abstruse calculations, patient to wait for favorable opportunities, the astronomer is equipped for ascertaining the state of the sun and its surroundings, and its relations to the universe of which it is a member.

THE SUN IS A STAR.

If we stand under the dome of the sky on a star-light night we see a number of points of light of varied brilliancy. These are the stars. One or two may be planets, and the moon may even be visible; but we will pass them for the time. The spectroscope tells us that each of these stars is self-luminous. The telescope can tell us little or nothing about them, at such vast distances do they lie. Our sun is a self-luminous body. The planets and the moon are not. They shine by reflected light derived from the sun.

The number of stars visible to the naked eye from the earth is about 6,000; so that at any one time the greatest number visible to us will be about half of these, that is, about 3,000. In a powerful telescope about twenty million stars are visible; say about ten millions in each hemisphere. Now that the photographic camera is being used for catching each point of light, it is probable that sixty millions of stars will be recorded. All these are self-luminous.

Some of them are double, or companion stars, which revolve round a point situated between the couple. In the constellation of Lyra there is a double double, consisting of two pairs, each pair revolving round a common centre and the whole four also revolving round a point within their own system. There are scarlet stars, red stars, blue, green, white and yellow stars. Onr sun is yellow. Some are variable in their brilliancy, shining at times with greater or less light. Our sun is probably variable. We hear also of new stars, temporary stars, and lost stars. Some day our sun may be a lost star—but we are anticipating.

Occasionally we see a "shooting star" moving rapidly across the sky. It is a meteor—myriads of which are circling round our sun, swarms of which become visible to us, especially in August and November. Their visibility is due to the fact that they are heated by their passage through our atmosphere, the rate of movement being frequently hundreds of miles a minute. At times, also, we see a comet adorning the heavens. Comets are partly self-luminous, and shine partly with the reflected light of the sun.

Our sun is not a meteor or a comet; it is a star—one of sixty millions. Analogy would lead us to suppose that, just as our sun has its attendant planets — Mercury,

Venus, Earth with its moon, Mars with two moons, Jupiter with five, ringed Saturn with eight, Uranus with four, Neptune with one, as far as we know at present, and nearly 300 discovered minor planets or asteroids, its meteor belts, probably hundreds, nay it may be thousands in number, of which seventy-six at least follow well-marked tracks; and its own peculiar and its visitant comets—so each of these star-suns has a similar system. Sixty million sun systems! All these belong to the universe which we call "ours." How many other universes are fulfilling the Creator's purpose in illimitable space, human knowledge knows not. We can only bow in reverence and wonder before the mysteries of our own grand system.

THE SUN'S SIZE.

We start from the fact that our sun is a star. Its relative brilliancy is owing to the circumstance that it is the nearest star to us. We get twenty thousand million times more light from the sun than we do from Vega, the first magnitude star in constellation Lyra; but then Vega is more than a million times further removed from us than is the sun. Although our sun outmeasures all the stars in size to the naked eye, it is not by any means a large star, compared with others. Sirius, the Dog Star, so glorious a sight in the winter's sky, would be equal in bulk to nearly 600 suns such as ours if we only assume his light to be no more brilliant than our sunshine.

What curious estimates we hear of the apparent size of the sun! One compares it to a plate, another to something else. A dime held close to the eye will cover the disk. The astronomical measurement is the best. Its apparent diameter as seen from the earth is, at the maximum, about 32½ minutes of a degree; at the minimum, about 31½ minutes of a degree, the latter the ninetieth part of the distance from the horizon to the zenith. As there are 60 minutes to the degree, it would take less than 180 suns to reach from the zenith to the horizon. As the moon's diameter in telescopic measurement is about 31 minutes of a degree, there is not much difference in the apparent size of the sun and the moon.

"The apparent enlargement of the sun and moon near the horizon is an optical illusion, connected in some measure with the atmosphere, of which various explanations have been made since the time of Ptolemy. According to the ordinary laws of vision, the celestial bodies, particularly the moon, which is nearest the earth, ought to appear largest in the meridian (that is, due south and at the highest elevation), because their distance is then less than when they are near the horizon; yet daily experience proves that the contrary takes place.

"To an observer the visual angle subtended by the moon in the horizon is somewhat less than that under which she appears in the zenith; and this fact, a consequence indeed of her circular motion, is proved by accurate measurements of her diameters in those circumstances by the micrometer. The mean apparent diameter of the moon, at her greatest height, is 31 minutes in round numbers, but in the horizon she seems to the eye two or three times larger. The commonly received explanation of this phenomenon was first given by Descartes, and may be stated as follows:

"The opinion which we form of the magnitude of a distant body does not depend exclusively on the visual angle under which it appears, but also on its distance; and we judge of the distance by a comparison with other bodies. When the moon is near the zenith there is no interposing object with which we can compare her, the matter of the atmosphere being scarcely visible. Deceived by the absence of intermediate objects, we suppose her to be very near.

"On the other hand we are used to observe a large extent of land lying between us and objects near the horizon, at the extremity of which the sky begins to appear; we therefore suppose the sky, with all the objects which are visible in it, to be at a great distance. The illusion is also greatly aided by the comparative feebleness of the light of the moon in the horizon, which renders us in a manner sensible of the interposition of the atmosphere. Hence the moon, though seen under nearly the same angle, alternately appears very large and very small."

DIMENSIONS OF THE SUN.

What is true of the moon here is also true of the sun, and yet many persons will not be convinced that the sun does not appear to be larger when he is setting than at mid-day.

It would be impossible in such an article as this to give the methods by which

astronomers have arrived at the true dimensions of the sun. We must simply take their results. Its distance from side to side, that is, its diameter, is 865,000 miles. Its circumference, therefore, will be about three and one-seventh times that number. The diameter of the earth is 7916 miles, and its circumference, roughly speaking, 25,000 miles. These figures convey but indefinite ideas by themselves. We were amused, no doubt, by the romance "Round the Earth in Eighty Days," and "globe trotters" have put the romance into practice and fact. If a railroad were laid down round the earth, and an express train traveled day and night, at 60 miles an hour, the journey would require nearly 17 days. Under the same circumstances, five years would be required for the journey round the sun. And these dimensions are, irrespective of the atmosphere which extends some hundreds of thousands of miles beyond the sun's disk.

As compared with the earth in volume, it would take 13,000,000 earths to make up the sun in volume. Volume for volume, the earth weighs heavier than the sun. Any volume of the sun's matter weighs only a fortieth of the same volume of the matter composing the earth; so that, although it would take 13,000,000 earths to make up the bulk of the sun, it would take only 330,000 earths to make up the sun's weight.

If we were transferred with our present physical powers to the sun's surface, we should experience some curious sensations. Owing to the force of gravity there, pulling out our watches would be like lifting five or six pounds here. Only by a gigantic effort could we get our hands to our heads. We might stand up for a moment, if we had a wall to lean against; but if we got down to the surface, it would be a question whether we should be able to rise. On the earth's surface a stone starting from rest falls through 16 feet during the first second. On the sun such a stone would fall through 441 feet, for the force of gravity there is more than 27½ times what it is here.

DISTANCE OF THE SUN.

The method of finding the distance of the sun is easily understood, although the details and intricacies of the working out of the problem can only be appreciated by the expert mathematician. The principle mainly followed hitherto is that of the well-known proposition, in the Sixth Book of Euclid's Elements, which tells us that the sides of similar triangles are proportional. The similar triangles, in this instance, are constructed from observations on the transit of planets across the sun's face. Hence the deep interest which has been taken in the transits of Venns, which were supposed to offer the best facilities for the measurement. The results, however, do not satisfy astronomers. Those of the transit of 1869 gave the distance of the sun as 95,000,000 miles; those of 1874, 93,000,000 miles; those of 1882, 92,700,000 miles. As the next transit does not take place until June 8, A. D. 2004, it is probable that other, and, perhaps more definite methods will test, it may be correct, this estimate.

But what notion can we get from the bare figures expressing such a distance? Our minds fail to grasp it. A clock ticks once a second. It must tick three years without intermission to tick off the number of miles which separate the earth from the sun. Suppose our express train, at sixty miles an hour, traveled incessantly on the journey to the sun, it would take about a hundred and seventy-six years to complete it. If the "Father of his Country" had started off on such a tour on July 4, 1776, he would, if endowed with longevity, arrive at his destination in A. D. 1952. Yet light makes the journey in a little over eight minutes.

In measuring the distance of inaccessible terrestial objects we take a base line a few yards in length. In measuring the sun's distance by a transit of Venus, we take the earth's diameter, 7,916 miles, as our base line. For the purpose of measuring the distance of the stars we use twice the sun's distance from the earth, that is, the diameter of the earth's orbit. That is the measuring staff, and yet it is all too small!

ROTATION OF THE SUN.

The sun rotates on its axis, like the earth. The earth's rotation is completed in 23 hours, 54 minutes, 56 seconds. The exact time occupied by the sun is at present uncertain. This rotatory motion is proved by the appearance and disappearance of spots on the sun's face. These spots always appear on the same side, move across the disk and disappear on the opposite side, to appear again as before if they continue long enough. If one near the equator is observed, the rota-

tion would take about twenty-five days; if one about half-way between the equator and either pole is watched, twenty-seven and a half days. If the "proper motion" of the spots, that is, their motion relative to the sun's surface, is taken into consideration, the sun may be said to rotate on its axis in between twenty-five and twenty-six days.

The sun's axis is not vertical, but inclined toward the point occupied by the earth in September. We learn this from the fact that if spots are watched in June they move across in a straight line; in September in a curve, in December in a straight line, in March in a curve again, but the curve takes the opposite direction. The axis of the sun, therefore, is inclined to the ecliptic, like the earth's. This inclination of the earth's axis to the ecliptic is twenty-three and a half degrees.

STAR DRIFT.

In addition to the rotatory motion, the sun is partaking in a mighty revolution, or drift, of the whole universe. "To the unaccustomed eye, the stars seem to preserve the same relative position in the celestial sphere generation after generation. If Job, Hipparchus or Ptolemy should again look upon the heavens, he would to all appearance see Aldebaran, Orion, and the Pleiades exactly as he saw them thousands of years ago, without a single star being moved from its place. But the refined methods of modern astronomy, in which the telescope is brought to measure spaces absolutely invisible to the eye, have shown that this seeming unchangeability is not real, and that the stars are actually in motion, only the rate of change is so slow that the eye would not, in most cases, notice it for thousands of years."

The sun's motion relatively to the other stars is four miles per second, and at this rate it carries along with it its planets and their satellites and the attendant meteors and comets of its system. This is by no means a high speed. Arcturus is traveling at the rate of at least 54 miles a second, more than 3,000 times as fast as an express train. By means of the spectroscope the astronomer is investigating this motion. Some stars are approaching, some receding in the line of sight. Sooner or later a grand discovery will tell us more, but at present it seems that as we are approaching the constellation Hercules. The centre of the revolution is a point not more than 90 d from it.

It is a mighty conception—the revolves round the earth, the ear volves round the sun, the sun re round some other centre with all tl tems of the universe. If so, one st require 185,000 years for its revol another 340,000 years, others again millions of years to complete the c

Shelley's words are true:

Innumerable systems rolled,
And countless spheres diffused
An ever-varying glory,
It was a sight of wonder.

Phila. 1

BROAD-GAUGE MEN.

BY J. S. KEIFFER, D. D.

THE world must depend chiefly broad-gauge men for the worl needs to be done for mankind. Suc will always be in demand; ther hardly be too many of them; indeed is what all men ought to be or tending to become. A broad-gaug is what the name implies; he is largely built; he rests on a broader dation; he runs on a wider track; he pable of carrying more, and of ren more service in general. This sort o is of an ample intelligence; takes views; has an instinct for princ looks at both sides of a question; is ble of considering and judging, of g counsel and making plans, of dir and controlling. He must be, in sense, a trained and educated ma trained nature is almost of necessit row. "For expert men," says I "can execute, and perhaps judge o ticulars one by one; but the g counsels and the plots and marshal of affairs come best from those th learned."

Not that broad-gauge men are only, or bred always, by institutic learning. A young man may through college and likewise thro theological seminary, or a school of l of medicine, and yet remain a na gauge man in spite of it all. On the hand, a man may have known lit schools and schooling, in the usual of these terms; may have learne most that he learned from books in cabin and by the light of a pine kno

yet in spite of all these disadvantages may prove in the long run a splendid broad-gauge man. There are different kinds of schools. Nothing, it is true, can ever wholly take the place of the liberal education which it is the object of established institutions of learning to furnish; but some men may find an excellent substitute for it, and may grow into largeness of intelligence and influence and power in the great school of human life and human affairs by contact with people on a large scale, by the wide and earnest study of men and things rather than of books. The ability to see into the nature and relations of things—this is one of the chief characteristics of the liberally educated and broad-minded man; it matters comparatively little in what sort of school he may have acquired this ability. The point is, that he must have been to school somewhere; he must somehow have received a broad and liberal training in order to be a broad-gauge man.

Still, making allowance for all exceptions, it is evident that our chief dependence for a sufficient supply of such men must be upon our educational institutions. This is what such institutions are for. It is the object of education to deliver from pettiness and narrowness, from incompetence and inability. It is an emancipating, enlarging, enlightening, enabling force. It belongs to the very idea of a school, college or university, to broaden and liberalize the mind, to furnish in whatever measure may be possible what is very properly called a liberal education.

It may be questioned whether institutions of learning may not themselves sometimes tend to turn out narrow-gauge rather than broad-gauge men. Very recently two liberally-educated gentlemen, engaged in educational work, and having the most enlightened views as to the object of education, complained to the writer of the difficulties they encountered because of the prevalence of false views in regard to this matter. "Parents say," so they reported, "we must find out what this boy is going to be, and educate him for that." The result is that boys fourteen or fifteen years of age are taken away from school and placed at the "business college," to learn type writing, book-keeping, telegraphy or stenography. The principal of a business college, in like manner, recently stated to the writer that young persons came to him for such instruction in these branches as might fit them for a "position," whose schooling had been so scant that they were not even able to read or spell correctly. So far as this tendency is due to the pressure of necessity and the dire struggle for a livelihood, so far as it is a part of the general situation which drives children into the factories, robbing them of the schooling to which they have a right, so far it is entitled to sympathy and a measure of respect. But so far as it is not due to stern necessity, but is the result and expression of the views of education held by well-to-do parents, it deserves only condemnation. This is an evil thing, to deprive education of its enlarging, expanding and liberalizing power; to make the schools themselves, as this tendency threatens to make them, the means of turning out narrow-gauge men.

There are some things which may well be postponed, which the very idea of education demands shall be postponed, for a time; among these is the question, what particular vocation the boy who is being educated shall follow. The proper time will come for determining what his life-work shall be, and for making what special preparation for it may be necessary. First educate the boy, taking time to do it well. Put the instrument he is going to use in good condition; whatever he may do with it afterwards will be the better done. Lay a good foundation; whatever building is erected therein will be the better for it. Make the road-bed broad and the track sufficiently wide; it will be able to carry the more; and there is much to carry—you are in no danger of getting too much carrying power.

The education of a boy is like the whetting of a scythe. The workman whets his scythe that it may be capable of cutting. He is not whetting it specially and exclusively for wheat, or grass, or oats, or rye; he is simply putting it in good condition generally, that he may afterwards cut with it whatever it may be necessary to cut. Take time to whet the scythe. Let the boy's powers be developed, trained and disciplined; whatever calling his natural bent or the force of circumstances may in the future lead him to choose, his training will tell in the doing of his work.

The education of a boy is like the tilling of a field. The first thing necessary is, that the field should be in thoroughly good condition; not specially that it

should be in good condition for wheat or corn, but, first of all, that it should be in good condition generally for the production of any crops whatever. When the spring was late, and the weather cold, and many farmers had planted their corn prematurely, the corn perishing in the ground, we heard an experienced farmer say: "I do not count much on early planting; a great deal more depends on having your ground in first-rate condition. I harrow and re-harrow my fields; every harrowing tells upon my crops. So I keep harrowing, and have the ground perfectly mellow, and when the warm weather comes I plant my corn, and it grows right along.

The education of a boy is like the drilling of an army. It is simply preparation; not preparation for any particular battle, but for any and all battles which the army may possibly have to fight. The incessant drilling and the various manœuvres of the German army are the best possible preparation for any particular campaign in the future. Let the powers of the intellectual nature (and of the moral nature no less, but even more) be drilled like an army, and when the proper time comes let them be led forth to perform their appointed service.

It is hardly possible in these days to protest too strongly against the widely prevalent preference for those educational methods which threaten to deluge the land with men of narrow-gauge, or to insist too earnestly on that long-continued and patient process of general training which has always belonged to the idea of a liberal education, and which in times past has given to the country so many broad-gauge men.

Reformed Church Messenger.

OUR FIRST IDEAS.*

JEAN PAUL says of the child, that it learns more in the first three years of its life than an adult in his three years at the University; that a circumnavigator of the globe is indebted for more notions to his nurse than to all the peoples of the world with whom he may have come into contact. It is, in fact, astounding what a relatively immense stock of ideas a human being gains in the first years of life. He becomes acquainted with the thousand things of home, street, garden, field, wood, the wonders of the heavens, the manifold phenomena of nature, the localities and the people of the neighborhood, calling most of them by name. He learns not only to use a great part of the vocabulary of his mother-tongue, and its most important forms of word and sentence, but also to think intelligently in the vernacular.

These numerous ideas are, at the same time, among the most important that a human being ever acquires. They are the first and chief harvest of intellectual activity; the main trunk of the material of thought with which the whole after-life of the soul is concerned. As they are the result of the intercourse of the human being with surrounding nature and with the people of the neighborhood, so they serve in turn to facilitate and advance this intercourse. They are certain also of very frequent use, because of their simplicity and directness. They form, as it were, the capital in iron, the most indispensable minimum of stock in thought, without which a human being could not get along in the most limited surroundings, in the most restricted circle of experience, much less take part in the material and intellectual interests or advancement of his people. They are further pre-requisite to all higher intellectual life, the foundation on which all true culture rests.

* From Lange's Apperception, as translated by the Herbartian Club.

LOOKING UPON THE UNSEEN.

OUR sight is so priceless a blessing that we are very seldom conscious of its limitations. We trust it implicitly, and, while we cling to it as one of our dearest possessions, we are somewhat inclined to ignore or depreciate by comparison the great realm of the *unseen*. "I will believe it when I see it," is a common expression of this state of mind, implying that what is *not* seen is deserving of slight credence. Yet the truth is that our physical sight is limited within such narrow bounds that if our minds went no further we should be blind and ignorant indeed.

Even of the material world, our eyes give us but a trifling glimpse. How little do we see of the city, even from the top of the tallest building, or of the broad expanse of the country, even from the summit of the highest mountain! What proportion of the vast universe can the keen-

est sight or the strongest telescope descry? On the other hand, the wonders of the miscroscope are forever reminding us how insignificant is the portion that is visible to us compared with what really exists in the single drop of liquid, or the tinest grain of dust. Of the fragment of earth or of ocean that we gaze upon, we only see the surface; the depths of both are hidden from our view. Of the body which we carry about with us, we only see the thinnest exterior; all the complex mechanism of the heart and lungs, and nerves and blood, with their various operations, are forever concealed from our sight.

In the whole realm of what we call matter, that which is seen is but a suggestion of that which is unseen. The mind receives an impression from the picture on the retina; but it refuses to dwell there; it is up and away into distant regions, and among scenes to which the eye is a stranger. We look, for instance, at a picture. There is the solid frame, the flat canvas, the coloring matter; that is all. But our mental vision does not even notice these things. It is looking at the fair green field, the beautiful sunset, the snow-capped mountain, or perhaps the humble hut of the fisherman, the girl on the beach, the ship at sea; and each represents a hundred other visions, and thoughts, and possibilities, far enough away from canvas or paint. We are looking at the unseen, and so real is it that it crowds out the visible. We look upon the bank book of a millionaire—nothing but a few insignificant sheets of paper, yet at once we see houses and lands, country seats and carriages, comfort, luxury, travel, education, society, perhaps philanthropic enterprises founded and cherished, poverty relieved, health and happiness extended. A mother holds in her hand a worthless toy of a little one who has passed away. But she is gazing on the face so dear, the loving smile, the laughing eyes, the outstretched arms. How real to her is the unseen? The child who longs to be a youth, the youth who craves the duties and privileges of manhood, the old man who lives in bygone scenes, are all looking upon the unseen. Hope dwells in it, imagination pictures it, memory calls it up.

In still other ways does the human mind crave the unseen as its native atmosphere. It is never satisfied with what is apparent. It seeks for what is under it, behind it, around it. The questions come thick and fast to the minds of all, from the child to the philosopher: "What is its cause, its source, its genesis? How did it come? What is it for? To what does it tend?" We are ever striving to answer these queries, making guesses, forming conjectures, examining hypotheses, testing theories. Science is often supposed to deal purely with things which are seen, but this is only her beginning, her primary lesson. She certainly educates the eye, commands attention, cultivates observation and insists on accuracy. But she does not stop there. She unfolds the laws of nature, she predicts results, she suggests explanations; out of the present, which she sees and touches, she constructs a future which is as yet invisible; her very mission is to lead us from the seen to the unseen. An apt illustration of this is found in the discovery of a new planet. In the words of another: "On what was thought to be the verge of our system, a planet showed strange haltings and quickenings in its pace around the sun. At last astronomers began to guess that some unknown body might exist outside, which held our neighbor in its spell. Adams and Leverrier set themselves to calculate from these irregularities whereabouts in the wide circle of the heavens the strong outsider might be found. The figuring was finished, and the telescopes were turned to the designated place. And then, punctual to the appointment, a new planet swam into their ken—the one we now call Neptune. And farther on, into infinity, Science is still making magnificent guesses, suggesting and theorizing things which cannot yet be seen."

The same is true, in other ways, of all philosophy and all philanthropy, of all the honorable employments of men, of all amusements, of all society. They contain the elements of a progress not yet visible, of a future not yet realized. They touch the ground that they may spurn it, as the climber presses each rock that he may leave it for the one above. All that is highest and best in our nature, all that combines to form our happiness and value to mankind, all the worthy aims and high resolves and noble purposes of life demand that we look upon what is unseen. It is the yet unexplored regions of justice and mercy, of honor and patriotism, of integrity and righteousness, of love and gratitude, that we must discover and

conquer if we would lead worthy and noble lives. Whatever stage we have reached in the ladder of progress, we must climb still higher if we would not sink lower; we must dwell not in the seen, even though it be good, but in the unseen, which is better.—*Public Ledger.*

COUNTRY AND CITY CHILDREN.*

ALL pupils do not bring with them an equal amount of mental treasure, nor do all bring the same. On the contrary, there often appear in the content and extent of children's ideas somewhat glaring differences. The pupil who has passed the morning of his youth in the circle of a happy, honorable and pious family, who has had the sacred love of a true mother and the moral earnestness of a strict father to watch over him, will come to school with quite other moral and religious feelings and views than the poor child of the slums, who perhaps does not even know his father, or who has been daily witness to the most vile and degrading family scenes, who has spent most of his childhood on the street and has never known the blessing of quiet, happy domestic life. "Children who grow up among crippled factory hands, among consumptive weavers, and in woodless places—children who from birth have never seen sea or mountain, are all their lives lacking in the tones, accords and stories that make up the poetry of the world." For, besides the family life, there is also the character of the surrounding nature that conditions many a peculiarity of the child's thought and feeling.

It is not a matter of indifference whether we passed our youth in a quiet, retired forest village, or in a dark, damp dwelling in the turmoil of the metropolis. It is not the same whether we played before the door of a lonely hut on the heath or whether mighty mountain giants looked in at us through the windows early and late. The son of the mountains, who has never gotten out of the exclusiveness of his landscape, will find difficulty in forming an idea of the broad plain. He will ever be thinking of his valley widened out somewhat, even when he himself later uses the word. On the other hand, the boys from the Lüneberg Heath will remain a long time with a very cloudy idea of the Alps, just as our children from the Vogtland bring to school no notion of the ocean or a very imperfect one.

Different in many respects are the thoughts and feelings of the child from the metropolis and the child from the village or country town. Very different are the notions that they bring with them to the recitation. It cannot be denied that the metropolis affords many ideas that never fall to the lot of the peasant or small townsman in his whole life. It has in it a many-sided stimulus. But the material of ideas and concepts is too immense for the child to master it; and these are so manifold and different in kind that the mental pictures too often interfere with one another. The objects of perception follow one another in such rapid change that the youthful mind has not enough time in many cases to comprehend them clearly and distinctly. The greatest disadvantage is, finally, that the child in the metropolis gains too few perceptions of the woods and fields, of the mountains, valleys and waters, and of the most important and simplest employments of man—i. e., such out-door notions as we became acquainted with above, as forming the foundation of our intellectual life.

So it was found, for instance, in thirty-three people's schools in the Vogtland, in the examination of the newly-entered six-year-old children in June of the year 1878, that of 500 city children questioned, 82 per cent. had no idea of "sunrise" and 77 per cent. of "sunset;" 37 per cent. had never seen a grain field, 49 per cent. had never seen a pond, 80 per cent. a lark, and 82 per cent. an oak; 37 per cent. had never been in the woods, 29 per cent. never on a river bank, 52 per cent. never on a mountain, 50 per cent. never in a church, 57 per cent. never in a village, and 81 per cent. had never been in the castle of Planen; 72 per cent. could not tell how bread is made out of grain, and 49 per cent. knew nothing yet of God. Similar conditions were shown in a factory village in the neighborhood of Reichenbach. In that place of 17 children only two knew any river, and what these called a river was a shallow ditch; only two knew anything of God, and one of these thought of the clouds instead.

* This translation by the Herbartian club from Lange's Treatise on Apperception, affords the reader a glimpse of the many good things which that excellent book contains.

Relatively much more favorable results were obtained in the examination in the other village schools. Of the 300 elementary scholars in these only 8 per cent. had never seen a grain field, 14 per cent. had never seen a pond, 30 per cent a lark, and 43 per cent. an oak; only 14 per cent. had never been in the woods, 18 per cent. on the bank of a creek or river, 26 per cent. on a mountain, 51 per cent. in a church (many children do not have a church in the place in which they live); only 37 per cent. could not tell how bread comes from grain, and 34 per cent. knew nothing of God.

We see from this that the child's store of knowledge, though relatively rich in external precepts, is subject to a certain one-sidedness that makes itself sensible as a want because the child's knowledge frequently covers only a few fields. . . . It is certain *that the child brings to school with him in the numerous, important and strong ideas, feelings and inclinations acquired in youth, at the same time the best and most vivid helps to apperception in the recitation. But the content and extent of these are nowhere the same, and in many pupils often differ strikingly from one another.* The teacher should therefore not begin the instruction of his six-year-old little ones at once, as if they were in command of all the helps to apperception in equal measure, and he should not presuppose everything in them. *He should look into the existing store* of thoughts in the children, in order that he may learn to know the ground on which he is further to build and the most important omissions in sense-perceptions that require filling out.

AN EPOCH-MAKING BOOK.

TWO pieces of information given to the public recently are so closely related and yet so strongly contrasted that they are worth considering together. One was the statement that the copyright on Harriet Beecher Stowe's "Uncle Tom's Cabin" expired a few days since, and the other was the news that the author, whose mind has been growing weaker year after year, amuses herself in her home in Hartford by cutting out paper dolls and in other childish pleasures. She is 82 years old, and it is forty-two years since she first published her famous story on slave life.

No book printed in this century has made the stir and talk and been read so much as "Uncle Tom's Cabin." No American book has been read so widely abroad, and, in fact, no book but the Bible and "Pilgrim's Progress" ever circulated so largely in every part of the world. There is no record of the number of copies printed, but trustworthy publishers are ready to place it at millions. Some idea can be gained of its popularity from the fact that 200,000 copies were sold in this country within a year after it appeared in book form, and over 1,000,000 copies in England during the same time. The causes for the larger sale in England were the cheaper price at which it could be procured there, on account of there being no international copyright law, and the fact that it could not be sold in the Southern States. It has been translated, not only into every principal language in Europe, but also into the most obscure dialects of these languages, and into some Asiatic tongues.

This is certainly a remarkable literary triumph for a woman who would have been satisfied with a moderate success. When the late Professor Stowe saw the unfinished manuscript of the book lying on his wife's table in Cincinnati, he is said to have remarked: "My dear, I shouldn't wonder but what you could make something out of this." His prediction appeared to be ill-founded, however, when the work appeared in serial form without attracting any notice. But its instant success in book form more than realized his expectations, and quickly made the unknown preacher and his wife rich and famous. They were so unacquainted with business ways, however, that when the first check for $10,000 was handed them the Professor is said to have innocently inquired: "What shall we do with it?" Since then it has poured a steady stream of wealth into the lap of the author, which would have been several times larger had not the lack of an international copyright law deprived her of the right to her own property,

The success of the book in forming public opinion and in making history was even greater than its preliminary success. It came before the public a year after the slavery compromise of 1850 had been arranged, and a few years before the Kansas-Nebraska controversy showed far-sighted men that there could be no peaceable settlement of the slavery ques-

tion. It is true that the public mind was in exactly the condition to give such a book a favorable reception, but it is equally true that this was exactly the book to suit the situation. It was a conjunction of circumstances such as rarely occurs. The book went everywhere. It was read by millions of people who never read a Congressional debate or listened to an abolition argument. It aroused pity for the slave, indignation for the wrongs inflicted upon him, and a stern resolve to wipe out this disgrace upon the country's honor. The public sentiment so created nerved the arm of the nation nine years later to resist the encroachments of slavery, and not to rest until the barbarous institution lay vanquished and dead on the field of battle.

No such epoch-making book, except the Bible, has been printed in a civilized country. When it was written the nation was half free and half slave, and the author could see from her home black fugitives fleeing across the Ohio river in search of freedom. To-day there is not a slave in the broad expanse of the United States. It is given to few women or men to bear a conspicuous part in bringing about so momentous a change.—*Press.*

HALF AN HOUR WITH PLATO.

BY HARRIET M. KING.

"AND now," said Madame De Stael to Sir James Mackintosh, "tell me all about the British Constitution in ten minutes." A few moments might easily contain all that I can tell of Plato and his philosophy, for, as Mr. Pickwick said of Chinese metaphysics, "It is a very abstruse subject to one who is not favored with what is called a musical ear, and equally so to one who is." But the praises of Plato have been so often sung by louder harps than mine, that, if the moments you give me were hours they could be more than filled from the books written of this man, who has tuned the heart and framed the mind of the noblest of mankind for two thousand years; who stands, Emerson says, "between truth and every man's mind, making it impossible to think on certain levels except through him," and he adds that among secular books, Plato only is entitled to Omar's fanatical compliment to the Koran when he said, "Burn the libraries, for their value is in this book." The happy century into which Plato was born saw the perfect flower of Greek culture. It was the illustrative epoch of Greek intellect and Greek refinement. The youth of Plato was contemporary with that of Xenophon and Cyrus the younger, the manhood of Alcibiades and the declining years of Socrates. The bright sunset of Pericles still lingered in the Athenian sky. The city was fresh from the hands of Phidias. The fine arts were towering to their meridian altitude, perfect works of architecture seemed things of course, and "they cut Pentilican marble as if it were snow." The old oracle seemed fulfilled, "Athens shall be as high above all other cities as the eagle in the clouds above other birds."

Into this beautiful world came Plato, a proud patrician to the finger-tips, with a fine physique, a master mind, and a noble air, which accompanied him as inevitably as the nimbus does a saint on the canvas of Titian or Murillo. Plato has no external biography. If he had loves, wife or children, we hear nothing of them. He ground them all into paint. Yet Plato, whose opposition to poets grew to be so deep and bitter, sang some sweet songs in his youth, of which a line now and then still lingers in the air—like this:

"Thou gazest on the stars, my life, ah, gladly would I be
Yon starry skies, with thousand eyes, that I might gaze on thee."

Plato was intensely melancholy; that great, broad brow which gave him his surname was wrinkled and sombre. The brawny shoulders were bent with thought. He never laughed. "As sad as Plato," became a proverb. Lewes calls him unamiable, and finds an echo of that quality in his works, and says also that he had few friends. "Few friends!"—can that be true? Let us, at least, mark this bit of information as "doubtful," for that he must have been well loved and had true friends seems proven, even by our modern touchstone of gold; for, when cast into slavery, as happened in his youth, he was ransomed by a friend. Upon his return to Athens his fellow-citizens sent the money to Anniceres, who refused it, saying, "The Athenians are not the only people in the world who have a right to esteem Plato." The money was then used to buy the grounds of the Academy which his genius made famous and his

grave made sacred — the spot Cicero turned aside to visit before entering the gates of Athens.

Still our Plato was no popular idol. His message was not to the many. Indeed, he showed a fine disdain for the pleasure-loving, treacherous Athenian multitude, whom his dear and wise old master had loved and taught and died for. That old skeptic, Montaigne, says, "I, who am as sincere and perfect a lover of virtue of that stamp as any other whatever, am afraid that if Plato in his purest virtue had listened and laid his head close to himself, he would have heard some jarring sounds of human mixture." But, when God makes a prophet he does not unmake the man. Another, (was it De Quincey or Lewes again? I cannot tell) calls his ethics those of a logician, not of a large-souled man familiar and sympathizing with the complexities of life, and suited only to an impossible state of humanity. But no, indeed! character was the secret of his high speech, and his eloquence always had a man behind it. Like Him who said, "Be ye perfect," he knew what was in men, for man will live or die for perfection—for mediocrity he will neither live nor die.

To speak of Plato and not of Socrates —his master, mouth-piece, and hero—is not difficult, it is impossible. On the page of history are few names that have been handed down to us so proudly and lovingly as that of this brave and gentle martyr. Every one who has heard of Greece and Athens has heard of him and knows that he was supremely great. Each successive generation has confirmed the Delphic oracle, that no man was wiser than Socrates. Socrates represents the popular Athenian character elevated by the highest genius. If he was exclusively critical, rationalizing, unadventurous, prosaic, in a word, something of a "Philistine," so, we may suspect, were the mass of his countrymen, without the wings of genius upon which he rose to touch the spheres. His society was sought by men of all types. In this—

"His magic was not far to seek,
He was so human! whether strong or weak.
Far from his kind he neither sank nor soared,
But sat an equal guest at every board.
No beggar ever felt him condescend,
No prince presume; for still himself he bore
At manhood's simple level, and whene'er
He met a stranger, there he left a friend.

Let us add to this the touch of genius, always the broad touch of genius, which runs like a thread of gold all through his life and character, and give up trying to describe this bewildering combination of wit, wisdom, and simplicity. This man of the world, lover of feasts and of youth, ascetic and critic, according to Cicero, met philosophy upon her first descent from heaven, and led her into the towns and houses of men. And so he went up and down the familiar streets. Wherever the wind blew the argument, there he followed bland and subtle; questioning everything, "knowing nothing," — one of those of whom he tells Theodorus "some think nothing and others can never think enough." And we, like Callicles, are forced to confess, "Somehow or other your words, O Socrates, always appear to me to be good words." After the battle of Potidæa, where he had saved the life of the young Alcibiades and distinguished himself by courage and endurance, he comes back to Athens, and the next morning is looking up his old haunts. Instead of fighting his battles over, we find him in the Palastro quietly discussing temperance with the beautiful Charmides. Or, another day, at the house of a friend, he is discoursing and arguing with sophist, philosopher—any man who will half do his part towards a discussion. Now it is Protagoras whom he respectfully dismounts with his sharp weapon of dialectics. And again the youthful Lysis, with whom he gently tosses the ball of argument, hoping to discover what friendship is. "And as the company broke up," he tells us, "I said a few words to the boys at parting. O, Menexenes and Lysis! will not the bystanders go away and say, 'Here is a jest,' you two young boys and I, an old boy, who would fain be one of you, imagine ourselves to be friends, and we have not as yet been able to discover what is a friend." This is but the light skirmishing which preceded the life-long struggle with the demons of wrong, untruth and sophistry that infested those streets of Athens. Like the Baptist, nobly careless of self, he was but a voice proclaiming the truth, and so preparing the way for a greater who was to lift the lamp of life still higher. "Tell me," he says, "what do possessions profit a man if he have neither sense nor wisdom." "O Socrates!" says poor Meno, "I used to be told before I knew you, that you were always puzzling yourself

nd others, and now you are casting your ›ells over me." But Socrates, bland nd tactful, soon smoothes the ruffled :athers, and later we hear, "I feel someow that I like what you are saying."

"And I, Meno, like what I am saying. ome things I have said of which I am ltogether confident, but that we shall be etter and braver and less helpless if we ıink that we ought to enquire, than we ıould have been if we had indulged in ıe idle fancy that there was no knowing nd no use in searching after what we now not, that is a theme upon which I m ready to fight in word and deed to the tmost of my power." Again he says: A man who is good for anything ought ot to calculate the chances of living or ying; he ought only to consider whether ı doing anything he is doing right or rong, acting the part of a good man or bad." And still again, "Now I am ersuaded of the truth of these things, nd I consider how I shall present my ›ul whole and undefiled before the ıdge in that day. Renouncing the honrs at which the world aims, I desire nly to know the truth, and to live as ell as I can; and, when the time comes, › die, and, to the utmost of my power, I khort all other men to do the same." n the Symposium,—

"Where none were sad and few were dull
And each one said his best,
And beauty was most beautiful
With vanity at rest"—

'e find this homely picture of a Socrates, ıe honored guest. Here the wise phycian and Aristophanes discourse bravely f Love. Agathon, the tragic poet, tells f the young god who lords it over all, is :ronger than death,—

Gives peace on earth and calms the stormy deep
Who stills the waves and makes the sufferer sleep."

At last Socrates declares himself struck umb by so much eloquence. "For I, ı my simplicity, imagined that the ›pics of praise should be true, and I felt uite proud, and thought that I could ›eak as well as another. Whereas, I :e now, that the intention was to attribte to Love every species of greatness nd glory, whether belonging to him or ot. Farewell then to such a strain, for ıat is not my way of praising; no, ineed, I cannot attain to that. But, if ou like to hear the truth about Love, I m ready to speak in my own manner." Having permission and having argued a bit, he goes on to rehearse what he had learned from Diotima of Mantineia, who was a wise woman in this and many other branches of knowledge. "What then is Love?" I asked; "is he mortal?" "No." "What then?" "Neither mortal nor immortal, but a mean between them." "What is he then, Diotima?" "He is a great spirit, mediating between the gods and men, the child of plenty and poverty. And as his parentage is, so also are his fortunes. In the first place, he is always poor, and anything but tender and fair, as the many imagine him; and he is hard-featured and squalid, and has no shoes, nor a house to dwell in; on the bare earth he lies, under the open heaven, in the streets, or at the doors of houses, taking his rest; and, like his mother, he is always in distress. Like his father, too, whom he also partly resembles, he is always plotting against the fair and good; he is bold, enterprising, strong, a hunter of men, always at some intrigue or other. Keen in the pursuit of wisdom, and never wanting resources; a philosopher at all times, terrible as an enchanter, sorcerer, sophist; for as he is neither mortal nor immortal, he is alive and flourishing at one moment when he is in plenty, and dead at another moment, and again alive by reason of his father's nature. But that which is always flowing in is always flowing out, and so he is never in want and never in wealth, and he is also in a mean between ignorance and knowledge."

Socrates could see a joke as well as make one, and and he, at least, must have smiled over the exquisite contrast between Agathon's tender young god of Love, who dwelt among the flowers, and the tough old satyr whom Alcibiades berates, and praises, and crowns. Other contrasts we think we see both between the rhetoric of the poet and the words of Socrates; also, between the Socrates whom Alcibiades knew, and the great one whose noble speech expresses to us the royal man whose art is truth—for many other brave words did he speak among the men of Athens. As for example, to Callicles: "O, my friend, I want you to see that the noble and the good may possibly be something different from saving and being saved, and that he who is truly a man ought not to care about living a certain time; he knows that none can escape the day of destiny—,

and therefore he is not fond of life; he leaves all that with God, and considers in what way he can best spend his appointed time;" and then, "Wherever a man's place is, whether the place which he has chosen, or that in which he has been placed by a commander, there he ought to remain in the hour of danger; he should not think of death nor of anything but disgrace; and this, O, men of Athens, is a true saying."

But we can "only dip a cup into the sparkling fountain and drink and go on, we cannot hope to exhaust the fountain, nor carry away with us the well itself." The clouds gather about our hero, and we see him next before the judges—not pleading for his life, but summing up for posterity the principles upon which he has lived and is willing to die. Every one should read his defence, for, as was said of Seneca, "No truer words could have been spoken by one who knew God than were spoken by this man to whom the true religion was unknown." Read too, the long talks with his friends while he waited in prison, until the sunset of the last day came, the cup was drunk, and Sleep gently laid the noble Socrates in the arms of his brother, Death. But oblivion scatters no poppies over him. And, thus, Plato has built a monument to his friend out of his own brave words and deeds. The Statesman, the Laws, and even the Republic, Plato's greatest works, are, I have to own, beyond my woman's wit, and I gladly take shelter under the ample cloak of Carlyle, who frankly owns that he cannot read Plato.

But there are some fine and beautfiul things scattered through these dialogues which no one could fail to understand; for instance, when young Socrates says, "There is nothing I like better, Cephalus, than conversing with aged men like yourself; for I regard them as travelers who have gone a journey which I too may have to go, and of whom I ought to inquire, whether the way is smooth and easy, or rugged and difficult And this is a question which I should like to ask of you who have arrived at that time which the poets call the 'threshold of old age.' Is life harder towards the end, or what report do you give of it?" "I will tell you, Socrates," he said, "what my own feeling is. Old men flock together; they are birds of a feather, as the proverb says; and at our meetings the tale of my acquaintance commonly is—I cannot eat, I cannot drink; the pleasures of youth and love are fled away; there was a good time once, but that is gone and now life is no longer life. Some of them lament over the slights which are put upon them by their relations, and then they tell you plaintively of how many evils old age is the cause. Bnt I do not believe, Socrates, that the blame is where they say; for if old age were the cause, I too, being old, and every other old man, could have felt the same. This, however, is not my own experience, nor that of others whom I have known. How well I remember the aged poet, Sophocles, when in answer to the question, 'How does love suit with age, Sophocles: are you still the man you were?' 'Peace,' he replied, 'most gladly have I escaped that, and I feel as if I had escaped from a mad and furious master.' That saying of his has often come into my mind since, and seems to me still as good as at the time when I heard him. For certainly old age has a great sense of calm and freedom; when the passions relax their hold, then, as Sophocles says, you have escaped from the control, not of one master only, but of many. And of these regrets, as well as of the complaint about relations, Socrates, the cause is to be sought, not in men's ages, but in their characters and tempers; for he who is of a calm and happy nature will hardly feel the pressure of age, but he who is of an opposite disposition will find youth and age equally a burden."

This is pithy: "As soon as a man has a livelihood he should practice a virtue." And here is a bit of nineteenth century realism: "Did you never observe the narrow intelligence flashing from the keen eye of a clever rogue? How eager he is, how clearly his paltry soul sees the way to his end; he is the reverse of blind, but his keen eyesight is taken into the service of evil, and he is dangerous in proportion to his intelligence." Of immortality: "The whole period of threescore years and ten is surely but a little thing in comparison with eternity." "Say rather, nothing," he replied. "And should one immortal being seriously think of this little space rather than of the whole?" "Yes," he said, "I think that he should. But what do you mean?" "Are you not aware," I said, "that the soul is immortal and imperishable?"

He looked at me in astonishment, and

said, "No, indeed; but do you mean to say that you are able to prove that?"

"Yes," I said, "I ought to be able, and you too, for there is no difficulty."

"My counsel is that we hold fast to the heavenly way, and follow after justice and virtue always, considering that the soul is immortal and able to endure every sort of good and every sort of evil. Thus shall we live dear to one another and to the gods, both while remaining here and when, like conquerors in the games who go round to gather gifts, we receive our reward."

And so Plato piled up these marvelous books, until finally the strong years conquered him, and he fell asleep with the pen in his hand, and his work entered into the life of the world.—*Educator.*

EDUCATION OF GIRLS.

AN OLD STUDY IN NEW COLORS.

BY M. V. E. CABELL.

THE contrast between the temperament which goes eagerly forward to meet the light wherever it may seem to shine, to welcome progress at whatever cost; and that which looks longingly back upon the joys and sorrows of a familiar past, which clings to old ideals, and is slow to abandon old habits of thought and resulting habits of action, is perhaps more sharply defined than ever before. And the conservative force springing from this conflict between those who long to hear and to adopt each new thing, and those who would prove all things by the light of experience, is the greatest safeguard vouchsafed to human society.

Nowhere is this conservative element more needed than in the broad fields of education. No one could have taken part in the proceedings of the recent Educational Congress in Chicago without feeling more deeply than before its sessions, the immense importance of the questions involved in its discussions, and the vast unsettling of old, received ideas. That upon the education of the children of our race depend its destinies was generally conceded; but in the methods by which the end was to be attained, broad, far-reaching, and truly astonishing differences of opinion were expressed by the most experienced. Upon the supreme importance of primary and elementary education all seemed agreed, but it was in precisely these fields that the greatest tendency to experiment and innovation made itself felt. Listening to the eager and eloquent utterances of teachers and thinkers, the hearer might almost feel that the foundations of his educational belief had been assailed. The attacks upon the modest and time-honored branches, familiarly known as the three "Rs," seemed to suggest the idea that a child might learn to read by intuition, to write by instinct, and that the science of numbers was, if anything, an obstacle to early development of mind.

One earnest and forceful appeal, set off by every ornament of oratory, was made again and again. "We must teach our children to think," cried one enthusiastic speaker. "Teach us and our children to think," reiterated another, himself an advanced thinker in certain perilous fields. "Substitute literature, science, mechanical training, music, natural history, for the belittling branches of reading, writing and ciphering, and let us set ourselves early to the task of teaching our little ones to think."

With the fullest appreciation of the noble motives underlying these demonstrations, and with great respect for the ability of those announcing these views, the question obtrudes itself whether or not this be really the task of the educator. Is he not adding an unnecessary, a self-assumed burthen to the heavy responsibilities imposed by his great profession? To the impassioned declaration: We must teach our children—our very babies—to think, comes down the ages the response: "That is not thy task; that work is done for thee, thy child thinks already; thou canst not control his thoughts." No tyrant on his throne, no teacher in his chair, can prevent the child from thinking. The work of the educator is to provide with fitting material the machinery which God has set in motion and endowed with every conceivable faculty. The child will think, and it will grow; give it food for the body and sound knowledge for the mind, and train its marvelous powers to useful exertion. Almost as milk is the natural food for the babe, so are these rudimentary branches, thus freely contemned, the simplest and easiest means of acquiring mental nourishment that can be brought within the grasp of the child.

The method of accomplishing this may

vary. All educational methods must adapt themselves, or be adapted, to the conditions of the individual; but the shortest, easiest, most direct, are presumably the best. Appeal in teaching to both the eye and the ear; train the voice to express what the other faculties have grasped, and one great step towards the acquisition of useful knowledge will have been assured. It is in no invidious sense that the suggestion is made that in the Educational and Literary Congresses in July, there were among the distinguished ladies and gentlemen therein assembled a sufficient number unable to so read their own able papers as to impress an audience to sufficiently emphasize the urgent importance of the first of the insignificant "R's."

These discussions, so fruitful in good words, and it is to be hoped in valuable results, bore broadly upon the enlarged horizon and increasing responsibilities of woman. Since the stone which, it is claimed, the builders have long rejected, is now become "the head of the corner," since woman is to be builded into every portion of the social structure—possibly even into the political temple of her native land—it concerns those to whose care her finer nature is entrusted, to give heed that she is "polished," even according to the ideal of the ancient sage, whose views may be found perhaps to lie as near the root of the matter as those of the latest theorist upon the possibilities awaiting the fair and gentle companion of man.

If her influence is, indeed, to purify and regenerate the crying corruptions of the times, woman must be kept pure and true. While her bright mind is trained to logical thought and her brain stored with the facts of science and history, forming the basis whereon the lines of true progress must rest, her moral instincts must be developed into laws, and her generous impulses made to ripen into the better fruitage of activities practically useful, through the family, to the world.

The difficult problem presented, therefore, to the modern educator of the American girl, is to so combine the pure gold transmitted from the crucibles of the Past with the metals and compositions poured from the shafts and shops of the Present, that his charge may be fitted for the broad sphere ever widening around her, without sacrificing those charms and graces which are heaven's choicest gifts and woman's surest means of accomplishing, through the development of her own sweet nature, her most beautiful work upon the earth. The low, soft voice, "that excellent thing in woman;" the gentle manner, the tender sympathy; the innate love of whatsoever things are pure, honest and of good report; the patient fortitude; the keen perceptions, the abhorrence of evil, with pity for the evil-doer; these, and many other gracious traits recounted in ancient lore, form the true crown of womanhood, and must be tenderly fostered, in this restless age, by those who would rear as a blessing to herself and to mankind—

A perfect woman—nobly planned
To warn, to comfort, and command.

The Interior.

DEFECTS IN MODERN TEACHING.

BY JAMES J. GREENOUGH.

THE lack of clearness in the few ideas which a boy does have is due to a dangerous tendency in our educational methods, a tendency to make everything easy. Kindergarten methods, which are necessary when a child is incapable of long-continued mental strain and all work must be in the form of play, have influenced the later school work. Clear, exact reasoning, and accurate, careful expression of thought cannot be got by any system which tries to make work into play. Thirty years ago teachers heard recitations from a text-book, and did very little teaching. This method had many great disadvantages, but it had one advantage—the child had to think for himself, or he learned little, and had to express himself in recitation, or he had no credit. The method was dull, it was dry, and the cause of many tears to the unfortunate pupil. There was nothing inspiring, and nothing to awaken the child's love for the subject studied. In the reaction from this barbarous method we have been carried too far, and now, in the effort to awaken interest, to make the work pleasant, we are tempted to do too much teaching. The children are now helped so much that without the stimulation of a teacher's questions and assistance their minds refuse to work. The thinking is too often done by the teacher, and only reflected by the class. Such methods make the child's thoughts vague and indistinct. This is particularly noticeable in arithmetic classes, where ex-

planations have to be made over and over again. Here the average boy is very loose in his reasoning. Exact expression or the saying of just what he means is almost impossible to him at first, and can be secured only by constant correction and care on the part of the teacher. When questioned, and made to see that what he said was not clear, the boy is surprised that what he said was not what he really meant. He has the idea, but it is so vague that he does not notice how different an idea was conveyed by the words he used.

After a careful explanation of some experiment in physics, I have repeatedly asked the class if they understood it, and have been told by each boy in turn that he did, only to find that the majority were incapable of describing the processes and reasoning intelligently. Generally the boy ends with some such statement as this: "I understand it, but I can't express it." The truth is that all our teaching now is directed toward making the boy understand; but much of it stops there, and does not require him to explain his understanding to others.

Each of us can call to mind times when he wished to talk over a matter with some one else, not to get new light or advice, but to straighten out his own ideas by expressing them. This outward expression boys used to be practised in under a recitation system of instruction, but now lose under a lecture system. Here the preparatory schools are at fault, and we can stem the tide of illiteracy somewhat by requiring more reciting in all subjects rather than by giving more work in English.

The third difficulty which meets a boy in efforts to write, comes from the fact that he is more accustomed to receive information through the ear than throngh the eye. He is read to and talked to, but is not made to read enough himself. He does not accustom himself to comprehension at the sight of printed words. When he starts to write, the words are not as real to him on paper as they are when he speaks them or hears them spoken. For this reason, boys use forms of expression in writing which they would never use in conversation. Frequently boys come to me, after studying a lesson in a text-book, with a complaint that they do not understand this or that, but go away perfectly satisfied if I explain it in the exact words of the text-book. They understand the sound and comprehend they do not take in the sense fr printed page. This failure to read is also largely responsible for incre bad spelling. To correct this dif children should be made to read as as possible, and to read much alo is dull and uninteresting to the read to, but the reader is gaining sary power to help in all later stu writing.—*Atlantic Monthly.*

REMEMBER IN SPEAKIN

To speak in chest tones.

To pronounce vowel sounds cor

To say, "It was I" and "H with me."

To speak distinctly, but soft slowly.

To give each syllable its prope or length.

For an inferior to say "sir" or "m in speaking to a superior.

To say "memorandum" in the s and "memoranda" in the plural.

To pronounce the letter "r" i where it occurs, in "arm," "girl," ber."

To avoid coarseness and rude speech and language and harsh la

To lower the voice and speak when one wishes to enforce one's ity.

To train children carefully aloud, both for the sake of the vc the pronunciation.

To avoid the over-delicacy of la and affectation of precision which to persons of narrow culture.

To pronounce in English fash names of foreign places and person have become Anglicized, as Paris, Napoleon.

To say "sir" or "madam" if o occasion to address a stranger, us word "madam" for a single as for a married lady.

To pronounce correctly, study only the dictionary but the lang living speakers who are entitled t with authority.

To teach children to say, "Yes, n (or father), and "No, mother," say "Yes, sir" (or madam), to old or to those who adhere to the old speech.

To remember that slang is unn as well as inelegant, and that wo

"jolly," "beastly," etc., used in season and out of season, soon lose all their meaning.

To use words of Saxon rather than of Latin origin whenever it is possible to do so, thus gaining terseness and vigor rather than a large number of syllables with diminished force.

To use the words "man" and "woman" in many instances where formerly one would have said "lady" and "gentlemen," the latter words having lost their significance from excessive use—or abuse. The phrase "Mrs. Ames is a charming woman" would be preferred to "Mrs. Ames is a charming lady."—*New York Commercial Advertiser.*

NOTES FROM MY JOURNAL.

BY MRS. C. F. MENNINGER.

Dec. 16.—The end of another week has come! Sometimes I am glad for the stop, so that I may rest or play; then again I am sorry, because I am just half through some subject I am trying to teach, and want very much to go on to the end. To-day I was glad. I thought I had a hard time, and said so to another teacher. She immediately replied: "I think Fridays are always hard days." I have thought about it, and don't believe it. Often it has been most charming. Children, as do grown people, work best in the morning; so I believe in learning new words, drilling on numbers and writing in the morning, and reading, with writing and spelling of the words learned, in the afternoon. There are so many pretty things to do in reading, that one can interest children in it even when they are tired, while spelling admits of such variety, it need not grow wearisome.

On Friday afternoons I like to have the best readers step to the front and read an entire lesson; to have the best spellers see how many words they can spell in two or three minutes, or, perhaps, spell until they miss a word; to have all the pupils who can learn a piece speak it. Such things encourage the brighter ones, and put glimpses of the possible into the slower ones. For several years I have allowed story books to be brought to school on every Friday, when we spend fifteen minutes just looking at pictures. It keeps the books away on other days, and is a treat to be looked and watched for. I think I like Friday best of all the days. I get closer to my children, and there are so many things outside of regular work, that you are glad for a place in which to teach them.

Dec. 19.—We had three visitors to-day. People who visit schools are like everybody else. Some are restful and some are tiresome. No. 1 came with a smile and a bow, including a patronizing air, and anounced that "I have heard so much about you that I was anxious to see you." How grateful I should have been! I asked if she would like to see anything in particular, but she said, "Oh, no; just proceed with your usual programme." Before we were half through a fifteen-minute lesson, she asked me, "How far do you go in numbers?" "Can your children read well?" "Do you use any helps?" The pupils did the best they could, but only one thing at a time can be truly successful. At recess our visitor concluded to go elsewhere.

No. 2 was a prim little old maid with a note-book and pencil. She sat perfectly stiff and still just where I placed her. She responded to all my questions with a polite "yes" or "no," but allowed her presence to be as neutral as if she had been made of wood or stone. She left in the evening, with as polite a bow as she entered, but nothing more. Her face and her actions were expressionless, and I have no means of knowing that a single inspiration came to her that would be a help in the work that must make her so cheerless.

No. 3 came at recess. She entered into the spirit of our work; she looked at our slates, and into our eyes; she smiled when our work was nice, and told us she thought we were trying hard and doing well. What an inspiration she was! a real, live sunbeam! She asked us to sing for her, and every child would gladly have remained any length of time to work for our pleasant visitor. Visitors like No. 3 are welcome in my schoolroom any hour of the day. No. 1 can be tolerated in the morning only—if I may choose—but relatives of No. 2 are never welcome.

Dec. 20.—It is real interesting to have such distinct types of visitors about the same time. To-day we had an electrical one. The great rolling eyes seemed to send a current of restlessness through every individual in the room in less than

two minutes. She was very decided as to what she wanted to see, and how long the seeing was to continue. When she had seen for a few minutes she would ask questions until everybody was stirred up. She wanted to find out and learn so many things, and her time was so short and valuable. In vain did I try to rest the children in song, gymnastics, and marching. Everything fell and tumbled, even to the children themselves, until five minutes of noon, when our visitor left us completely worn out and uncomfortable. It is wicked in grown-up people to abuse children so.

Dec. 21.—For some time I have felt that we were doing well in all of our regular work. The class is even, and I have felt pleased with results. In every lesson we review as much of the old as we can. In spelling, most of the class would get 100 every day. In numbers, no one wholly failed—and why should I not feel encouraged? This being Christmas week, and really only three days long, I thought I would take a review of the entire work gone over since the beginning of the year. It was altogether discouraging. Lessons that once were read beautifully were hesitated upon; some words were forgotten. Little ones who never miss in regular work missed, and only two in the twenty could spell all the words. I wanted to feel a little blue about it, but then it occurred to me that children always do better in what they do than older people, and we allow ourselves to expect still more from them. How many advanced students would recite lessons of three months ago without making a blunder? It is foolish to expect seven-year-olds to remember all you teach them, and yet they often remind you of promises you have completely forgotten.

Dec. 22.—This was a special "speaking day." We have looked forward to and prepared for it for three weeks, and we had a nice time. There were pieces, songs and drills for Santa Claus, in many styles, and with few exceptions the programme was delightfully rendered. There were about forty mothers, and a few fathers, who smiled as their babies marched to the front in their sweetest ties and dresses, and we were all happy.

After it was all over, many mothers stopped to say nice things, but the grumbler came, too. She demanded, "What did Robbie do that he wasn't in the gymnastics? All the other boys were in it. You hurt my feelings so bad I coul hardly come, and Robbie didn't want t come back to you any more!" "Fo pity's sake!" That is all I could say. I the first place, not half the boys were i the drill, nor were they wanted. Ever mother's child is sweet enough an bright enough; but often the child is lik the parent, and it would take the pa tience of several saints, and all the tim there is, to teach them that they owe any thing to other people, or that they mus do as other people do, and when they d it, it is harassing to one's feelings to b found fault with; but "Be sure you ar right, and then go ahead."—*Wester School Journal.*

MILTON AS AN EDUCATOR.*

BY PHILLIPS BROOKS.

THE subject of which I wish to speal to you belongs to the *History of Edu cation*. That is a region into which an student may enter without being an in truder—and I begin by saying how desi rable it seems to me that those who ar training themselves, or who are bein trained for teachers, should study, as it i not usual for them to study now, the his tory of education. No man to-day ca practice any of the higher arts to the bes effect unless he knows the history of tha art. Our life becomes extemporized an fragmentary unless each man taking u his work in the world not merely attache his work to the work of those who wen before him and begins where they left off but also knows something of the way i which his art came to reach the point a which he finds it, and so is able to mak the labor which he adds a part of on consistent and intelligible progress. W want to know the blunders men hav made, that we may not make them ove again; we want to know the grounds o the partial successes they have achieved that we may help to carry forward thes successes toward their full result. Le me remind you what are some of th values that belong to the study of th

*Some years before his death Phillips Brook read before the Massachusetts Teachers' Assoc ation an address on "Milton as an Educator." The address was printed soon afterwards in th *New England Journal of Educatiou*, and is re printed by the *New England Magazine*. W would be glad to print the whole here, but can giv only a part. It is a grand paper.—ED.

TE... ...ARA COUNT

history of education. First, there is the great general value of experience. To know what other men have done in the department where you have been set to work will make it unnecessary that you should go over again what they have already done. The student of the history of education finds, to his great surprise, that many of the educational ideas of his own time, which seem to him all fresh and new, were found out long ago, were used awhile and then were lost again, only to be rediscovered at this later day. A wiser study of educational history would have made this re-discovery unnecessary, and so saved time and strength. If every generation has to begin and prove over again that two times two is four, what generation will ever get beyond the proof that ten times ten is one hundred? And then, again, to know how different studies came to be introduced would often throw great light upon the values of those studies. There can be no doubt that many studies have been introduced legitimately, for reasons which were temporary, and then have remained like ghosts haunting our schools long after their living necessity had died away. It is always hard to get any study out of our schools when it is once in. Each teacher learning it as a boy is naturally ready to teach it as a man. As John Locke says, "It is no wonder if those who make the fashion suit it to what they have, and not to what their pupils want." Here, surely, is the key to a great deal of the conservatism and traditionalism of our teaching; and the surest way to break it down and to get rid of it would be such a wise study of the history of education by those who are to teach as should show them how the studies which they find in school came there, and so help them to judge whether those studies are to be dropped as temporary necessities which have been outgrown, or to be kept forever because they are forever useful.

I come now to what I want to make my subject for this lecture. I want to open with you one page of that history and see something of what is written there. I want to speak of the education, and especially of one great educator, of two centuries ago, and see if we can learn anything from him. I turn to this period with special interest, not merely because it is the one which has most attracted my own study, but because it is one that so profoundly merits the study of us all. The seventeenth century is really the first thoroughly modern century of English life. The seventeenth-century Englishman is the earliest English being whom we of the nineteenth century can easily and perfectly understand. It is not so in the century before. The men and women of the Tudor times are different and distant from us. They are as little modern in their character as in their dress and houses. But with the opening of the seventeenth century, almost taking us by surprise, we come on men whom we can comprehend—whose whole look is familiar to us.

Now in the midst of this great century there stands forth in England one picturesque and typical man. The strongest ages do thus incorporate their life in some one strong representative, and hold him up before the world to tell their story. And the most typical man of English seventeenth-century life was John Milton.

He was the most typical Englishman of the most typical and strongest English time; and this might interest any one who has red English blood running in his veins. But he especially belongs to us—he has his place here among those who are interested in education, because this typical Englishman was a school master, and one of the most thoughtful and suggestive reasoners on education that the English race ever produced. He is near enough to us to let us understand him, but he is far enough away from us to let us look at him with something of romantic feeling, as we think of the greatest of Englshmen sitting with a dozen boys about him, not merely teaching them, but reasoning about their teaching, looking over their heads and seeing the distant visions of the perfect education of the future, as true a poet when he sat in the teacher's chair as when before his organ he chanted lofty hymns and told the story of eternities.

Just think of being Milton's scholar! Every art slips down into technicalities and loses its first inspiring principles. It cannot keep the grandeur of *ideas*. What technical skill the great teacher of Aldersgate street may have had, what discipline he kept, how he managed his markings and rankings, we cannot know; but, at least, we are sure that in that dingy room, with the dingy London roses blooming outside the window, the *ideas* of teaching, the *ends* of scholarship, the

principles of education, never were forgotten or lost out of sight. No doubt, we should see and feel this for ourselves if it were possible for us to open the old school-room door, and go in and sit down among the scholars, where the great master, waxing dimmer of sight, and getting on towards stony blindness every day, should not discover us. But this we cannot do; and so we are glad we can turn away from the mere mention of Milton's actual school-teaching, which is so unsatisfying, and find that he has written down for us what he thought and believed about school-teaching, in his famous tract on *Education*.

Milton's ideas about education are really reducible to three great ideas, which may be thus named: *naturalness*, *practicalness*, *nobleness*. These are the three first necessities of education, which he is always trying to apply; and what has modern education done more than this?

It is for me to leave it to you who listen to me, the teachers of schools, men and women who know what education is among us, to judge whether these first principles of education stand to-day. With them education ripens or withers. They have been the anxiety of philosophers always; they must be your anxiety now, and you must know how they are prospering in the midst of all the hubbub of experiments and theories. But for myself, certain impressions come very strongly out of the study in which we have engaged. I am struck with the simplicity of the problems of education at the bottom. They seem to change, but always they are the same; they all come at last to these first principles in every age. And I am impressed again with their difficulty. The simple is always the difficult. Reduce every problem to its fundamental principle, and then for the first time you stand face to face with its difficulty. Then you see how hard it is. When we see that that over which the philosophers have puzzled in every age has been in every age the same, then we realize that it must be no child's question to be settled in a flippant hour. And yet, again, it makes education seem more *human*. I cannot think of it as an art, a technical and separate thing, when I see how the great human minds have always pondered it. Clearly, the more we are true men and women, the more worthy we shall be to deal with it.

And once again, before I close, I urg the need of more study of the history o education. Poor, extemporized thing our schools might be without our grea seventeenth century educator, and me like him must not be strangers to us Our normal scholars must not be allowe to think that education began with thei teachers, or their fathers. The teache must work out of the inspiration of world long past.

And through it all, as we read it, w shall trace these lines—the craving fo naturalness, and practicalness, and noble ness. They are nothing new, but the can never be too old. Through the gra pavement of the streets of Venice run tw threads of white marble, by which th traveler, lost in the intricacy of th mighty city, cannot fail to find his wa to the Rialto, where the centre of th city's business lies. So through all edu cation run these three threads by whicl he who follows patiently shall come a last to where the truth is most truly an richly taught and learned.

THE SWALLOW.

THE "Bird Book," as it is familiarl called, which has been published an distributed very widely by the State o Pennsylvania, although frequently serv ing no higher purpose than to please a constituent or to adorn the centre-table i the parlor, becomes very useful in th hands of skillful teachers and intelligen parents. The State would do well to issu more books of the same general character illustrating also our native tree and plan life, and describing our minerals, metals rocks and soils, in such attractive manne as would cause these "reports" to b sought after and referred to in the school and by the people generally.

A girl of ten, who is fond of drawin animals and painting them in water col ors, made a copy of the barn swallow an his mate sitting on their nest, an handed it to her teacher, who always ha an encouraging word in recognition o well-meant effort. Next day several bor rowed specimens of stuffed swallows wer brought to school and made the basis o a language lesson. The pupils went t their homes, talking of tail-feathers an wing-feathers, of bills made for catchin insects and mandibles for carrying mud of the differences between the barn swal

low, the bank swallow and the chimney swallow, and of how the flight of the swallow indicates changes in the weather.

"In clear weather," said Katie, "they ascend high up into the air; in dull weather when we feel so restless at school, particularly before rains, they fly low and sail along close to the ground."

"Yes," replied Henry, "that is because during damp weather the insects on which the swallows feed hug the earth or flutter low over the streams. The teacher said that some swallows eat over six thousand insects in a day."

The arithmetic class had also made a calculation of the distance covered by the flight of a chimney swallow during its lifetime. Its life lasts ten years; it flies ten hours a day, at the rate of a mile a minute, as fast as the fastest express train, knowing no winter, because its rapid flight enables it to shift its home to sunny skies on short notice; and the answer to the problem was found to be two million one hundred and ninety thousand miles—upward of eighty-seven times the circumference of the globe. The Greek Professor, who was following the little folks, and whose memory was stirred by their earnest conversation, began to repeat a translation of the thirty-third ode of Anacreon:

"Lovely swallow, once a year,
Pleased you pay your visit here;
When our clime the sunbeams gild
Here your airy nest you build;
And when bright days cease to smile
Fly to Memphis on the Nile."

At that moment the teacher of history joined the group, and, on learning the thread of conversation, related the old story of how a swallow is said to have chirped about the head of Alexander the Great while he slept, and awakened him to warn him of the machinations which his family were plotting against him.

The following Sunday at Sabbath-school several boys were inattentive and talkative. The teacher related the story of St. Francis, who, while preaching, could not make himself heard for the twittering of the swallows which at the time were building their nests. The legend tells how that he paused in his sermon and said: "My sisters, you have talked enough, it is time that I had my turn. Be silent, and listen to the word of God." They were silent immediately, and so were the talkative boys.

After Sabbath-school the two sisters, whose heads were now full of interesting things about the swallow, were delighted to hear from the preacher's lips this Scandanavian myth:

"The Scandanavians call the swallow the bird of consolation. In that bitter agony through which the sins of the world became white as snow, the swallow came and spread his wings beneath the cross to lighten the load of the Saviour; and in the last great agony which caused the very earth to shudder and hide its face in darkness, the loving bird hung with pity over the convulsed brow and softly sung, *salva! salva! salva!*"

On their return home their papa read from Plutarch the story of Isis and Osiris.

AN EGYPTIAN TALE.

"When Osiris reigned over the Egyptians he made them reform their destitute and bestial mode of living, showing them the art of cultivating the soil, giving them laws, and teaching them how to worship the gods. Afterwards he travelled over the whole earth, civilizing it. Far from requiring arms, he tamed mankind through persuasion and reasoning, joined with song of all kinds and instrumental music which he introduced.

"After his return Typhon, the god of storms and cyclones, laid a plot against him, having taken seventy-two men into the conspiracy and having for a helper a queen from Ethiopia, Aso by name. She secretly measured the body of Osiris, and made to size a handsome and highly ornamented coffer, which was carried into the banqueting room. And as they were all delighted with its appearance and admired it, Typhon promised in sport that whoever should lie down within it and should exactly fit, he would make him a present of the chest. After the others had tried, one by one, and nobody fitted it, then Osiris got in and laid himself down, whereupon the conspirators running up, shut down the lid and fastened it with heavy nails from the outside, and poured melted lead over them, and so carried it out to the river and let it go down the Tanaite branch into the sea; which branch on that account is hateful to the Egyptians.

"The first to discover the mischief were Pan and the Satyrs inhabiting the country around Chemnis. These gave intelligence of what had happened, causing great fear and terror to the multitude—from which we have the word panics.

Isis, the beloved of Osiris, on receiving the dreadful news, sheared off one of her tresses, put on a robe of mourning, and, as she wandered about everywhere, not knowing what to do, she met no one without speaking to him. Nay, even when she fell in with little children, she inquired of them about the coffer. These last chanced to have seen it, and told her the branch of the river through which Typhon's accomplices had let the chest drift into the sea. From this circumstance the Egyptians believe that little children possess the faculty of prophecy, and that especially the future is foreshadowed by their cries when they are playing in the temple courts and calling out whatever it may be. Proceeding thence she learned by inquiry that the chest had been washed up by the sea at a place called Byblus, and that the surf had gently laid it under an Erica tree. This Erica, a most lovely plant, growing up very large in a short time, had enfolded, embraced and concealed the coffer within itself. The king of the place, being astonished at the size of the plant, having cut away the clump in which the coffer was concealed, set this up as a pillar to support his roof.

"Isis having learnt all this by the divine breath of fame, came to Byblus, and sitting down by the side of a spring, all dejected and weeping, spoke not a word to any other person, but saluted and made friends of the maid-servants of the queen by dressing their hair for them and infusing into their bodies a wonderful perfume. When the queen saw her maids again she felt a longing to see the stranger whose hair and body breathed of ambrosial perfume, and so she was sent for and, becoming intimate with the queen, was made nurse of her infant. She now turned herself into a swallow and flew around the pillar, and thus she continued to live for a long time, in the near presence of her beloved, unceasingly fluttering around the imprisoned coffin, moaning the misfortune of Osiris and her own sad fate."

Before the father had an opportunity to explain the significance of this story, the mother entered with a copy of the New York *Independent*, and as her stories are always the most enchanting, the children were soon listening with undivided attention as she read to them a Circassian tale, telling how the swallow's tail came to be forked, and why men never kill her.

CIRCASSIAN TALE.

A long, long time ago Solomon,* the son of David, reigned over all created things. This wise and powerful monarch understood all the languages of men, the cries of beasts, the hiss of reptiles, the notes of birds, the speech of the lofty trees, and the soft murmur of the flowers. Solomon had assigned to each creature his proper food. To some he had given the flesh of the weaker animals; to others the herbs of the field or the fruits which ripen on tree or shrub. To the Serpent the son of David had said: "Thou shalt be nourished with the blood of man." And so the Serpent, hidden in the grass, watched for the approach of Man, and sprang upon him in order to drain his blood. The unhappy mortals murmured so loudly at this that the sound reached the ears of Solomon, who said to Man:

"Why dost thou complain?"

"Sire, the Serpent lives on our blood; our race will soon disappear."

"Go, I will bear in mind thy prayer," replied the son of David.

Solomon reflected long, and finally he summoned all living creatures to assemble in the midst of a great plain. The Lion, the Tiger, the Wolf, the Horse, the Elephant, the Eagle, the Vulture, and thousands and thousands of other animals, came at his bidding. Solomon sat on his throne and said: "I have called you here together to hear your complaints. Speak."

Man approached the throne, made his obeisance, and said:

"Sire, I ask that the Serpent may be assigned some other animal for his food."

"And why?"

"Because I am the first of beings."

At this the other animals began to protest; some roared, others growled, yelped, screamed, or howled.

"Be silent!" commanded Solomon. "Let the Mosquito, the smallest of all creatures, find out which animal in all creation has the most delicate blood. Whosoever it may be, even to that of man, I swear to give it to the Serpent. A year from to-day we will meet again in this place, to hear the decision of the Mosquito."

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*David and Solomon, who figure so largely in Eastern mythical stories, are respectively reminiscences not of the second and third kings of the Israelites, but of the Babylonian deities, Dodo or Dod, and the king of the gods, the Wise Ea, one of whose names was Sallimann.

The animals dispersed, and during the twelve months the little insect visited them all and tasted their blood. As the Mosquito was on his way to join the assembly of King Solomon, he met the Swallow.

"Good-day, Swallow," said he.

"Thou art well met, friend Mosquito; whither fliest thou so swiftly?"

"To the assembly of the animals."

"Of course; I had forgotten the mission with which our King charged you. Well, now, whose blood is most delicate."

"That of man. That of——" the Mosquito was about to repeat the word, when the Swallow, as soon as he opened his mouth, tore out his tongue. The Mosquito, furious with pain, continued his flight, closely followed by the Swallow; and they arrived together before King Solomon.

"Well," said the son of David, "hast thou tasted the blood of every animal."

The insect made a sign in the affirmative.

"Which then is the most delicate?"

Great was the embarrassment of the Mosquito, who, now that the Swallow had torn out his tongue, could not reply.

"Ksss—Ksssss—Ksssssss!" he buzzed.

"What sayest thou?"

"Ksss—Kssss—Ksssssss!" again buzzed the Mosquito in a frenzy.

Solomon was much puzzled until the Swallow presented herself before the throne.

"Sire," said she, "the Mosquito appears to have become suddenly dumb; but on the road hither he confided to me the result of the year's investigations."

"Speak, Swallow," commanded the King.

"The Frog is the animal whose blood has the most exquisite flavor. So the Mosquito said. Is it not so, friend Mosquito?" continued the Swallow.

"Ksss—Kssss—Ksssssss!" buzzed the insect.

"It is well," said Solomon. "Henceforward the Serpent will feed on the blood of the Frog; man can now live in peace." And the King dismissed the assembly.

But the Serpent was not at all pleased with this decision; and as the Swallow passed him, chuckling at the success of her ruse, he darted upon her. She, however, gave him a smart blow with her wings, and he succeeded only in seizing her by the middle of the tail, which he tore asunder. Since that time the Swallow's tail has been forked, and the Serpent has had to content himself with the blood of the Frog.

And this is why man never kills the Swallow, but gives her a shelter under the eaves of his house, and looks upon her presence at his hearth as a happy presage.

LETTER OF POPE LEO XIII.

THE recent letter of Pope Leo XIII. to the bishops and clergy of the Catholic Church in America, says the *Educational Review*, is epoch-making in its effect on the attitude of that Church toward education. The supreme authority of the Church sustains the position assumed by Archbishop Satolli. Stated briefly the Pope's declaration is: The public school system is definitely recognized and endorsed; preference is expressed for parochial schools, and, wherever it is feasible, their establishment is recommended; wherever the parochial schools can be merged in the public schools, on conditions fair to both parties, the union should be effected. What the ultimate effects of this letter, which must be regarded as expressing the settled policy of the Catholic Church, may be, it is impossible to predict. One matter, however, it settles immediately and beyond peradventure; no priest or dignitary of the Church has the right to denounce spiritual pains and penalties against Catholic parents who refuse to send their children to a parochial school. This means of filling the parochial schools is no longer effective; it is contrary to the expressed will of the head of the Church. However repugnant it may be to Americans that a foreign power should undertake to decide the attitude of any American citizen toward an American institution, it is at least satisfactory to reflect that the vast power of the Pope, used as it is with dictatorial authority over the dignitaries of the Catholic Church, is yet employed to promote the liberty and well-being of the Catholic laity, and to restrain clerical zeal that often transcended the bounds not only of discretion but, as now appears, of authority.

The wise thrush, he sings each song twice over,
Lest you should think he never could recapture
The first fine careless rapture!
And though the fields look rough with hoary dew,
All will be gay when noontide wakes anew
The buttercup, the children's dower.

Browning.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, NOVEMBER, 1893.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

N. C. SCHAEFFER. - - - - J. P. McCASKEY.

THE statistical statements relating to the public schools of Pennsylvania, for the school year ending June 5th, 1893, as compiled for the annual report of the Department of Public Instruction now in the hands of the printer, show steady growth, and in some directions extraordinary figures: The number of school districts is 2,386, an increase of 29. The number of schools, 24,012, an increase of 576; the number of graded schools, 12,304, an increase of 816. The number of superintendents, 128; of male teachers, 8,245, increase of 29; number of female teachers, 17,718, increase 541; whole number of teachers, 25,963. The average salary of male teachers per month, $43.94, increase of $1.79; average salary of female teachers per month, $33.04, increase of $1.63. The average length of school term in months is 8.10. The number of pupils is 994,407, an increase of 16,879; average number of pupils, 503,858. The cost of tuition was $8,468,436.99, an increase of $701,779.83; cost of building, purchasing and renting $3,569,103.12, increase of $777,596.73; cost of fuel, contingencies, debt and interest paid $4,373,436.88, increase of $1,072,277.37; total cost of tuition, building, fuel and contingencies, $16,410,976.99.

In Philadelphia there are 2,878 schools, with 126 male and 2,752 female teachers, and a registered attendance of 118,269 pupils. These figures swell the number of pupils in all the schools of the State to 1,112,676. The total cost of the free school system of Pennsylvania last year, including Philadelphia, was $19,624,863.-55, toward the payment of which large sum there was appropriated from the State Treasury the sum of Five Million Dollars.

ERIE is now a city of 50,000 inhabitants. Its school buildings are the pride of all the citizens. All creeds and nationalities unite in support of the High School. The Superintendent has achieved a thorough organization of the schools in all the grades. A visit to the room of Prof. Burns almost tempts one to believe that the genius of Socrates must have settled on the shores of Lake Erie. His skilful questioning elicited the most thoughtful answers and these were spoken with a naturalness and self-possession indicative of the most correct training. In the room in which German is taught by Mr. Benze the pupils think and answer in that tongue. Children of other nationalities acquire a faultless accent, and the course in this language is really superior in extent and thoroughness to that of many colleges. A glimpse at the bright faces of the boys and girls and the pleasure of hearing them sing was a compensation for the long hours spent in waiting one's turn as a witness in the criminal court. The High School seeks to be a fitting school for those who desire to go to college, and a finishing school for those who can not go to higher institutions of learning.

ON Friday, September 15th, the School Board of Titusville opened a new building for the use of the High School, costing upwards of $30,000. The fame of this school, which is greatly indebted to the wise and scholarly direction of Supt. R. M. Streeter, has attracted pupils from other parts of the State, and the preparation given by its efficient faculty has secured for its graduates admission into institutions like Cornell University. The course in German under Prof. Faber is very thorough and extensive. All the other teachers are ladies, and the results reflect great credit upon the skill and scholarship of the gentler sex. Supt. R. D. Crawford, who achieved brilliant results in manual training at Tidioute, hopes to introduce the same branch into the schools of Titusville. The new High School building contains an assembly room large enough to seat 500 persons, six recitation rooms, two drawing rooms, and an apartment specially adapted for the town library. By a vote of the citizens, bonds were issued to cover $25,000 payable in installments extending over ten years. The bonds were all accepted by the Commercial Bank at 3½ per cent.

interest. Great credit is due to Samuel Grumbine, Esq., President of the Board, and to Hon. J. J. McCrum, for the completeness of the arrangements in detail. The School Board consists of eight members, two from each ward. The most gratifying feature of the opening exercises at Titusville was the gift of $1000 from the McKinney Bros. for physical and chemical apparatus. They expressed the hope that it would become the nucleus for further and more liberal donations.

WE are pleased to acknowledge receipt of a list of thirty or more subscribers from the County Institute of Bucks county. Thanks to the friends of *The Journal* at this and other Institutes who think so well of it as to subscribe for it.

A VISIT to the State Normal School at Edinboro revealed an attendance of over 160 students. Of these 110 are preparing to teach, and the rest are in the Model School. The students are earnest and exceedingly well-behaved. The professors are enthusiastic and harmonious. Among them is Miss Anna Buckbee, whose fame as a teacher has reached all parts of the Commonwealth. The Superintendent of the Model School reports that pupils from the town schools are seeking admission into his department. Edinboro is a beautiful town, free from the temptations of large cities, and well adapted to be the seat of a flourishing school. The buildings and the discipline have been much improved in recent years.

SCHOOL OUTHOUSES.

SEE to it that outhouses are provided such as the new law requires, and that they are kept clean in every sense. This is a matter of the utmost importance. County, City and Borough Superintendents should always make careful inspection of outhouses, and should see that the law is enforced which was enacted by the last Legislature requiring Boards of School Directors and Controllers to make provision for keeping the water-closets for each of the schools under their official jurisdiction in a clean, comfortable and healthful condition. This law authorizes Courts of Common Pleas to appoint a competent person to inspect school houses, on the formal complaint of taxable citizens of any school district in which the School Directors or Controllers have failed to provide and to maintain proper and adequate school accommodations for the children who are lawfully entitled to school privileges in the district, and prescribes a penalty for neglect of duty on the part of School Boards.

We take an editorial article from the *Bucks County Intelligencer* of Thursday, October 26th, upon "Decency at School Houses," as follows:

"An article from the edilorial columns of *The Pennsylvania School Journal* is elsewhere printed. It is a strong endorsement of a paper written by County Superintendent Walton, of Chester county, on the subject of decency and good morals on the school-house grounds. It deals fairly and without equivocation with the matter of clean, well-constructed, well-kept outhouses, and points out the responsibility of School Directors in this respect. This article ought to be read and laid to heart by every School Director in Bucks county.

"The truth of the matter is that it is high time for a general and sweeping reform in this branch of school-house architecture. The usual outhouse in Bucks county is a wooden structure, poorly contrived, poorly kept, lacking in cleanliness and disfigured with knife cuttings and pencil marks. Mr. Walton calls them 'sin-scratched, hell-sodden sheds.' The phrase is strong, but the occasion demands strong language. Directors as a rule are sinfully, shamefully oblivious to the bad morality taught on the school-house grounds. Here and there a township has done better, and here and there a director has raised his voice in favor of reform, but the old rule is still unbroken. As Mr. Walton says, 'If man planned the school house, surely Satan must have planned the outhouse.'

"The State provides for the education of her children, and votes liberal sums of money, and houses, teachers, books, apparatus, etc. The idea is the proper education of the child for future citizenship. And yet an education which develops the intellect while it weakens the moral nature is as bad as no education at all. Children attend school at an impressible age—at a time of life when all impressions make lasting effects, and it is of vital importance to the betterment of our public schools that the heart, the brain and the body be all educated along proper and wholesome lines.

"The thing to do is obvious: Replace all the wooden outhouses with the structures described by Superintendent Walton, and then take care of them. As to the method of taking better care of the buildings and grounds several plans have been suggested, but all agree that frequent inspection is necessary. One of our townships (Plumstead) requires the same member of the board to visit every school-house every month during the school year, and to make monthly report to the board. The appointment of janitors or care-takers for rural districts, the same as in large graded schools in towns, has also been suggested. But the means is not the important matter. It is the end —the better morality and cleanliness— that is to be kept most prominently in view."

This grave matter has had prompt attention in many parts of the State since the passage of the new law, and much improvement is noted. But in other directions nothing has yet been done. It is still with them "the abomination of desolation" in way of decency, health, good manners and good morals. The following circular addressed by County Supt. J. C. Taylor, of Lackawanna, to the President and Members of each Board of Directors in his large county, is deserving of special mention. We take pleasure in giving it place in these columns:

Gentlemen: Inclosed you will find a copy of the new law relating to water-closets, which was signed by Gov. Pattison, June 6, 1893. This is a most excellent law. It has been needed for a long time. I know from personal observation that there are many schools in this county where the water-closets have been continually in an improper condition—latches or locks broken, doors off hinges, holes in roofs and walls, underpinning removed, floor and seats heaped with filth, walls defaced and covered with obscene writings and carvings, making the place utterly unfit for any child to enter.

When we consider the deep and lasting influence of the surroundings of young children upon their characters, is it not shameful that such a condition of things should be allowed to exist anywhere? Simple decency requires that we should provide closets entirely separate for the two sexes. To promote the health of the pupils they should be comfortable and clean. Delicate children should not be obliged to expose themselves in stormy winter weather in closets lacking proper doors, walls, roofs, or underpinning. Many colds have been taken in this way, some of which, no doubt, have resulted fatally.

In order to keep the digestive organs in health it is necessary to attend promptly to the calls of nature. But when closets are in a filthy condition, or the seats are covered with snow and ice, many children are impelled to postpone and avoid going out when they should. Joined to these reasons are the moral considerations before mentioned, which make it imperative that we should execute this law both in letter and in spirit, correcting the evils before spoken of wherever they may exist.

Hoping that you will act promptly in this matter, I am

Very respectfully yours,
J. C. TAYLOR,
County Superintendent.

EDUCATIONAL EXHIBITS.

IT was our good fortune to meet at the Columbian Exposition Supt. W. S. Monroe, formerly of Nanticoke, Penna., later of Pasadena, California, and now of the Leland Stanford University. He was giving nearly all of his time at the World's Fair to a very patient and careful study of the entire educational exhibit. The result of his work is presented in a series of articles published weekly in the New England *Journal of Education*, from which we take what he has to say of Pennsylvania and New Jersey:

"Pennsylvania is represented chiefly by Philadelphia, Pittsburg, Reading, Harrisburg, Allegheny, and the colleges of the state. The department of public instruction has a full set of the State reports and of *The Pennsylvania School Journal*, as well as a very complete m[illegible] showing the educational institutions, both elementary and higher, in the Keystone State. In the Philadelphia exhibit one finds some ingenious papers and drawings illustrating historically the development of the nation, and some good pen and ink drawings from the girls of the normal school. The one feature of the Philadelphia exhibit which stands out strongest is the manual training schools—the work in wood and iron and the sewing. The possibilities of this work seem very great when one notes the various forms of expression which the teachers in these schools call to their aid. One finds, for instance, the electric plant which the pupils have made for themselves, applications of drawing in Greek architecture and historical art, graphic illustrations in ancient history and litera-

ture, pattern making, designing of calico, and economic botany studied in relation to the native woods. Garments are made by the girls in grades from the third to the eighth, and the sewing throughout seems very good.

"The penmanship in the Pittsburgh schools in all grades below the high school is good, and in the sixth and seventh years there is some good language work. One fails, however, to find any central line of thought as the basis of the language lessons. There are some creditable applications of drawing to wood carving, and an exhibition of sloyd as carried on in one school. Allegheny sends the strongest line of language work from Pennsylvania. Geography and elementary science furnish the materials for thought expression, and pen drawings are freely used as an auxiliary. The language work from Hazleton consists mainly in writing from pictures, while that from Altoona is largely descriptions from natural objects. Chester has some strong compositions on the native woods, and Titusville some good drawings from nature. Harrisburg has a very complete exhibit of work in drawing, including a good deal of work in designing and use of color. The state normal schools have very meager exhibits. The school at Slippery Rock has submitted the fullest line of work done by pupils, and the school at Millersville has a very creditable display of lesson plans, schedules, and photographs.

"Pennsylvania State College exhibits an interesting piece of apparatus—a dynamo for electrolytic work—designed and made by the students. Bryn Mawr College for Women exhibits the best model of buildings and grounds to be found in the educational exhibits, and the University of Pennsylvania illustrates very fully her working laboratory in physicology, The giant microtome, designed by Dr. Milton J. Greenman, attracts very general interest. The dyed cotton, woolen, and silk yarns from Lehigh University are of special interest to the students of chemistry, as well as the chemically pure salts prepared by students. Girard College has a full line of work in wood and iron, and the Ogontz School is represented by a good series of photographs and water-color paintings.

"New Jersey has solved the problem of economy of space. Her exhibit is compact and satisfactory, and represents a wide range of educational interests. The state normal school exhibit is one of the best. The music charts made by the teachers in the primary schools of Trenton are unique. The pen drawings from the New Brunswick high school are interesting, as are also the zoölogical drawings from Jersey City. Some of the best language work comes from Plainfield, and the best clay modeling from Morristown. Camden sends from her fifth grade a varied line of work in tin—cups, dippers, pans, funnels, etc. The wood carving from Montclair and South Orange is excellent. The exhibit from the state normal school is very satisfactory. The papers submitted by the classes in the history of education and psychology show healthy lines of study. In the latter subject no text-book is used. The students are given problems and experiments, the results of which form an interesting feature of the exhibit. The pen and language work of the model school is uniformly good. A very pretty and costly piece of work in the New Jersey exhibit is a large satin map of the state, made by the students of the Institute of the Holy Angels at Fort Lee. Princeton University submits 3,000 volumes written by graduates and officers of that institution, which is scarcely more than a third of the whole number that have been written. There is also from Princeton a very satisfactory series of photographs of the student life—social, literary, religious, and athletic."

PROF. JOSIAH JACKSON.

ONE of the sunniest faces, and happiest souls, it was our good fortune to meet at the Pennsylvania State College on Thanksgiving day last November, and on Washington's Birthday in February last, was Prof. Josiah Jackson, who was buried at Longwood Cemetery in Chester county a few days since. He was sixty-four years of age. For some years he has been professor of mathematics at the State College. He belonged to the Society of Friends, and in his younger days was prominent in the Underground railway, "both drove and guided," as he used to say, recalling pleasantly those exciting times. Lieut. E. W. McCaskey, an officer of the College, says, in a private letter: "He was esteemed and loved by us all, for he was whole-souled, hearty and helpful. In mathematics he was an author-

ity. He was always firm but just, gave many 'conditions' to students, and then helped them out. In our Friday Club he was senior of the Literary section, and often the life of our company."

Prof. Richard Darlington writes of him in the West Chester *Local News* of October 14th: "The death of Josiah Jackson recalls to my mind the days we spent together at Jonathan Gause's Academy, Greenwood Dell, a mile south of Marshallton. He was teacher and I was pupil. The venerable principal, Jonathan Gause, was the business manager of the institution, but Josiah Jackson was the teacher whose big brain did the work of the school-room. Of all the instructors I have ever had, including college professors, I remember none quite like Josiah Jackson. It has seemed to me that in some respects he was a little their superior. To high mathematical attainments he added a keen perception of everything that was valuable in an instructor of youth. He was then about twenty-one years of age. To my young mind he seemed almost intuitively to grasp the difficult problems of mathematics and hurl them from him with a vigor that was unusual. He was a born teacher. Outside of his chosen field I do not think he would greatly excel. His modesty was proverbial. Jonathan Gause looked upon him with pardonable pride. He was then an old man. He had seen his pupil of a few years before leap to the front. He well knew that Josiah Jackson's hold upon the school was not to be mistaken. I have not seen the subject of this sketch for many years. He has been pursuing his labors at the Agricultural College near Bellefonte for a long time. Kennett Square has furnished some good men in the walks of professional life. For quickness of intellect, thoroughness in mathematical acquirements and a generous heart, Josiah Jackson had no superior among them all. He was not a ready debater, neither was he an orator, hence it was in the quieter walks of life that he showed his fine culture and great acquirements. It was not in the "pomp of heraldry" that he appeared to great advantage. His modesty was adapted to the school-room, and amid the quiet labors of his own classes he did his perfect work. As they lay him to rest in the Longwood Cemetery to-day, the pupils of his early manhood will one and all recall the qualities of head and heart they so much prized, and as one of them who held him in high esteem, I cannot refrain from offering this little tribute to his memory as the grave closes over him, and removes him from a life of usefulness for which he was so admirably fitted."

THE GOOD SHIP "WELCOME."

DR. EDWARD BROOKS, Superintendent of Public Schools of Philadelphia, at a recent meeting of the Board of Controllers, recommended the observance by the city schools of the day on which William Penn landed from the ship "Welcome." He said, in presenting the subject:

"On the 27th of October, 1682, the 'good ship Welcome' sailed up the harbor and landed on the shores of the Delaware. On the deck of this vessel stood a man who bore to the new world a new gospel of civil liberty. New England, with patriotic purpose, commemorates the landing of the Mayflower, and the relation of that event to national liberty. Pennsylvania, and especially Philadelphia, should, it would seem, with the same patriotic purpose commemorate the landing of the Welcome. I would therefore recommend that the Superintendent be authorized to direct the teachers of the public schools to hold such exercises on the anniversary of the landing of the 'good ship Welcome' as may fittingly commemorate that event, and teach a lesson of patriotism to the children of the city."

In pursuance of this recommendation, the Board of Public Education, through the proper committee, authorized Superintendent Brooks to arrange for the celebration of the event in the public schools with fitting ceremonies. The principals and teachers of the public schools were therefore requested to arrange a programme of exercises for Friday, Oct. 27th, suitable for the commemoration of this event. It was suggested that the programme might include any of the followings topics: 1, Brief sketch of the life of Penn.; 2, Voyage and landing of the Welcome; 3, Penn's views of government; 4, Penn's views of education; 5, Penn's treatment of the Indians; 6, Penn's "Treaty Tree;" 7, The Penn House; 8, Singing of patriotic songs. These exercises to be a part of the regular school-day's work, and to be varied in the different grades to suit the capacity of the

children. If the higher schools should think best to join in the celebration, they might find much of interest and profit to their students in the character and views of government and education of this great Founder of a Commonwealth. It is interesting to remember that he made provisions for a broad and thorough system of public education, and was an earnest advocate of manual training and industrial education. In his views of government and education, William Penn was undoubtedly the wisest and broadest-minded man among all the early settlers of this country, and is thus a fitting subject for a lesson in patriotism to the pupils of our public schools.

The day was observed with enthusiasm in many of the schools. It is well for the youth of Philadelphia to know something of the man to whom we are all so greatly indebted. As the colossal statue of the Founder towers above the passing throng in the area of the Wm. Penn Building, so and even more grandly does the man himself tower above his cotemporaries in the history of the past.

It is gratifying, in this connection, to know that so many copies of the "Life of William Penn," compiled some years ago by the publisher of this Journal, have been called for through the mails within the past ten days by the teachers of Philadelphia. We are very glad thus to have been able to contribute something to the success of this "Welcome" memorial day. Let its observance be continued year after year in the schools, until the people of Philadelphia become acquainted with William Penn, whose parting benediction, full of love and tender solicitude—as contained in a letter dated August 12, 1684, written on shipboard on the eve of his return to England—might well be committed to memory by every school boy and school girl in the State of Pennsylvania:

"And thou, Philadelphia, the virgin settlement of this province, named before thou wert born, what love, what care, what service, and what travail has there been to bring thee forth and preserve thee from such as would abuse thee and defile thee! My soul prays to God for thee, that thou mayest stand forth in the day of trial, that thy children may be blessed of the Lord, and thy people saved by His power. My love to thee has been great, and the remembrance of thee affects my heart and mine eye. The God of eternal strength keep and preserve thee to His glory and thy peace!"

These words, sweet and reverent and solemn, should speak for ages in Philadelphia in enduring brass—or, better still, cut deep in letters of gold upon polished black marble, in a style similar to a very fine tablet in Old Trinity Church, New York, than which we have never seen anything more satisfactory—which might be set into the east or west face of the second arch of the south entrance of the Public Building on Broad street. As the statue surmounting the lofty tower, at an elevation of five hundred feet, will challenge the eye for ages, so this benediction will touch the heart of the passer-by generation after generation, so long as this mighty structure shall stand and teeming thousands pass each day through its massive archways.

FALL ARBOR DAY.

THE semi-annual observance of Arbor Day with us has resulted in the planting of thousands and tens of thousands of trees. Some self-elected wise folk have laughed at the small results the day has yet been able to show in the way of making good the annual destruction of the woodlands. But it is the thoughtless man who despises "the day of small things," who sees the acorn sprout and says, "Why plant a thing like that! It is no tree!" No, but give it time and it may one day be the giant oak.

The sentiment in favor of tree culture is spreading. Thanks to the fostering influence of Arbor Day, it is growing to be the thought, the purpose and the habit of not a few good people to plant a tree or trees in observance of each recurring day, whether named by the Chief Executive in April or by the State Superintendent of Public Instruction in October.

This genial holiday is nine years old in Pennsylvania. It has had its eighteenth semi-annual observance, since its first appointment, in 1885, under the influence of Dr. E. E. Higbee, then State Superintendent of Public Instruction. The official circular of State Superintendent Schaeffer, announcing the date to be observed by the schools, was commended by newspapers in all parts of the Commonwealth, and the result has been the planting of many trees. It was the School Arbor Day, and the schools, with-

out exception anywhere, from highest to lowest, should observe it as recommended by the Department of Public Instruction. Especially should this be done by the Normal Schools, in the way of good example, and so to impress the thought of tree-planting upon the embryo teacher that it may become the habit of a lifetime. No one can estimate how far the influence of such a teacher may be felt in determining the habits of pupils in this as well as in other directions.

The schools must be aroused and encouraged to do this work. Lancaster county is doing well for Arbor Day. If the State at large were doing equally well, Pennsylvania would be second only to Nebraska in its Arbor Day record. The information we have from our local nurserymen is that the demand, for hard wood trees especially, has left but little stock of that kind upon their hands.

The programme at the Lancaster High School provided for the planting of one hundred and twenty-five trees—most of which were smokehouse apple trees—in the morning by the boys at their homes, or in the yards of friends, after full instructions as to how the planting should be done. Some trees were also planted by the girls. In the afternoon attention was invited to a programme, musical and literary, also including athletics in the gymnasium. The readings were appropriate to the occasion. The vocal and instrumental music, under the direction of Prof. Matz and Thorbahn, is always an excellent feature of the day, and everybody enjoyed both chorus and orchestra. The school was attractive also from the display of flowers and plants that covered the desk and filled the window spaces.

The *Morning News* commenting upon the fact that so many apple trees were planted, says: "One-half were apple of the Smokehouse variety. Surely if the other half too had been Smokehouse apple, no mistake would have been made. In the first place they are a hardy tree, and are never destroyed by borers, and then the fruit—well, any one who has scratched the frosty covering from a November apple pile and found "Smokys" underneath knows something of the good things of this life. Bellflower, Rambo, Baldwin and Pound apple are all right for weekdays, but for a Sunday morsel of delightful spicy juiciness take a bite of Smokehouse."

An editor of the Lancaster *New Era*, who always finds pleasure in attending these Arbor Day exercises, says in an article on "Arbor Day and Music:"

"There are still some persons, we believe, and among them are School Directors, who can see no utility in teaching music in the public schools; who believe that the time devoted to this study is so much time lost. It deserves to be said, however, that this class of anti-progressionists is rapidly disappearing, and that a few years may witness their permanent disappearance. If some of them could have been present at the Arbor Day exercises in the Lancaster High School building on last Friday afternoon, we incline to the belief that the lingering remnant would make its final exist still more expeditiously.

"It is only upon such occasions at the High School that the full value of the musical instruction in the schools shows itself. Although begun in the primary grades, the development is steadily continued until the best results are obtained in the most advanced classes, and in the High School orchestra. The music there would be creditable to almost any similar organization, and reflects infinite credit on the instructors who have been instrumental in bringing it about. If the parents of the children in that school were aware of the fine enjoyment that can be obtained through attending the public exercises occasionally held there, we are very sure that hundreds of them would present themselves to be entertained and delighted. The march of this study in the public schools everywhere will not only be onward, but its progress will be more rapid than ever with the passing years. It must continue to grow because music not only abounds throughout the entire economy of nature, but stirs the human soul as nothing else can.

"We must not close without some allusion to the celebration of Arbor Day proper in the same school. For nine years this day has been regularly observed there. During that time thousands of trees and shrubs have been planted by the pupils of the city schools the High School alone having planted more than two thousand trees. Prior to the establishment of Arbor Day the school grounds in this city were, with few exceptions, destitute of trees, vine and shrubbery. To-day every school yard in the city contains more or less of all these, carefully trained and cared for not only beautifying and adorning the

grounds, but adding to their value, and, above all, aiding in cultivating and promoting the æsthetical tastes of the pupils. No one can estimate the wonderful amount of good which this movement in our schools has already done, much less the ultimate benefits that must result from it in the generations to come."

OFFICIAL DEPARTMENT.

DEPARTMENT PUBLIC INSTRUCTION,
Harrisburg, *October 17, 1893.*

AN Act of Assembly, approved May 23, 1893, P. L., page 111, designated the third Tuesday of February of each year, and the first Tuesday after the first Monday of November of each yeur, as legal half holidays, from 12 o'clock noon until midnight of such days, "for all purposes whatsoever, as regards the presenting for payment or acceptance, and as regards the protesting and giving notice of the dishonor of bills of exchange, checks, drafts and promissory notes, made after the passage of this Act."

An Act of Assembly approved May 31, 1893, P. L., page 188, entitled:

"An Act designating the days and half days to be observed as legal holidays, and for the payment, accepting and protesting of bills, notes, drafts, checks and other negotiable paper, on such days" provides in Section 1, "That the following days and half days, namely: the first day of January, commonly called New Year's day, the twenty-second day of February, known as Washington's birthday, Good Friday, the thirtieth day of May, known as Memorial day, the Fourth of July, called Independence day, the first Saturday of September, known as Labor day, the first Tuesday after the first Monday of November, Election day, the twenty-fifth day of December, known as Christmas day, and every Saturday after twelve o'clock noon, until twelve o'clock midnight, each of which Saturdays is hereby designated a half holiday, and any day appointed or recommended by the Governor of this State, or the President of the United States, as a day of thanksgiving or fasting and prayer or other religious observances, shall for all purposes whatever as regards the presenting for payment or acceptance, and as regards the protesting and giving notice of the dishonor of bills of exchange, checks, drafts and promissory notes, made after the passage of this act, be treated and considered as the first day of the week, commonly called Sunday, and as public holidays and half holidays."

It is further provided, however, by the fourth section of the act of May 31, "That all the days and half days herein designated as legal holidays, shall be regarded as secular or business days for all other purposes than those mentioned in this act."

The purposes mentioned in this act have special reference and application to the maturity of commercial paper, the acceptance and payment of bank checks, drafts, promissory notes, etc., as expressly set forth in the act itself.

In placing a construction upon this provision of law, and the act of May 23, 1893, in connection with the act of June 25, 1885, P. L., page 176, which provided for closing the schools on legal holidays, I am clearly of the opinion that the several boards of school directors and controllers are not required to close the public schools in their respective districts on the days designated as election days, but on the contrary, I would urge the directors and controllers to keep their schools in session on these days, for the purpose of preventing too many breaks in the regular school year.

NATHAN C. SCHAEFFER.
Supt. Public Instruction.

QUESTIONS AND ANSWERS.

CERTIFICATES TO COLLEGE GRADUATES.

4. *Question:* On what conditions are Permanent Certificates issued by the Department of Public Instruction to College Graduates without examination?

Answer: The following, from the forthcoming annual report of the State Superintendent of Public Instruction, presents the views of the Department, and indicates the course of action to be taken in this new and important direction:

The law requiring the issue of permanent certificates to college graduates brought to light a state of things truly astonishing. Under the Corporation Act of 1874 the county courts have been incorporating business colleges, schools of elocution, and other institutions of learning.

Some of these schools have, upon the basis of such charters, been conferring degrees upon students and others of very limited attainments. A lady, for instance, received the degree of B. A. who had read but five books of Cæsar, four books of Virgil, and four orations of Cicero. Arithmetic and penmanship were reported as part of her four collegiate years of study. A letter sent to the Department by the head of the institution abbreviates et cetera several times by the use of ect. instead of etc., and has pedagogical spelled *pedagochical*, not to mention other blemishes indicative of what Ben Jonson calls "small Latin and less Greek." Another institution was leased with its

charter, and although it is said to have less than a dozen students, and a Faculty composed of the President and his wife, it has been conferring degrees from B. A. to LL.D. upon persons who are vain and weak enough to wear titles emanating from such sources. The institution even went so far as to confer a doctorate upon its own President. Why should not the wife confer a degree upon her husband, and the husband upon his wife, when a state of things is threatened similar to that which was threatened in France when a minister declared that he would create so many dukes that henceforth it should be no honor to be a duke, but a disgrace not to be a duke. At the present rate there is danger that literary degrees conferred in Pennsylvania shall become the laughing stock of the civilized world. A member of the Board of Trustees of one of our theological seminaries complains that they have been distressed beyond measure at the great deficiencies manifest in the training of students with diplomas from some of these schools masquerading before the public under high-sounding titles. A very earnest superintendent, who is himself college-bred, declares that he is obliged to reject more graduates from a given college in the examination for provisional certificates than he is able to pass. Sometimes even persons graduated with honors by the institutions of this class have failed to pass the examination for a provisional certificate.

Under these circumstances it is not surprising that superintendents and institutions of high grade, whose aim is to do honest and thorough work, entered their protest against the issue of permanent certificates to the graduates of such institutions under the Act of May 10, 1893. An eminent lawyer warned the Department that, in view of a decision of the Supreme Court, handed down in 1838, drawing a sharp distinction between a charter to confer degrees and a charter giving the right to sue and to be sued, the power to grant the latter and not the former being vested by law in the courts, and in view of a similar decision of the Allegheny county court, rendered since the adoption of the new Constitution, it would be a misdemeanor in office for the State Superintendent to issue a permanent certificate under the Act of May 10, 1893, to the graduates of a school holding its charter from a county court. The Act was therefore referred to the Attorney-General for his construction and advice. In an official opinion, dated October 17, 1893, he says that the State Superintendent is "not required to grant without examination permanent certificates under the Act of 1893 except to graduates of colleges 'legally empowered' to confer degrees, and that the general incorporation of a literary institution, under the Act of 1874, does not 'legally empower' it with this right."

The only course open to the Department, therefore, is to require as conditions for issuing the permanent certificate the following:

1. The applicant must furnish evidence of good moral character.

2. The applicant must be twenty-one years of age, and have taught at least three full annual terms in the public schools of the commonwealth after graduation.

3. The applicant must produce a certificate from the School Board or Boards, countersigned by the County Superintendent of the same county where he or she last taught, showing that the said applicant has been successful as a teacher in the public schools during said term.

4. His or her course of study, leading to the degree of Bachelor of Arts (B. A.), Master of Arts (M. A.), Bachelor of Science (B. S.), Master of Science (M. S.), Bachelor of Philosophy (Ph. B.), must have embraced four collegiate years of study, exclusive of the preparatory work required by our respectable colleges for admission into the Freshman class.

5. The college or university granting the diploma must have been invested with the power to confer degrees by an Act of the Legislature.

The new certificate will thus be the highest in rank of all those entitling the holder to teach in the public schools of the Commonwealth. Moreover, it will serve to emphasize the difference between a full and a defective course of training, and help to save promising youths from the bitter feeling of disappointment which always saddens the hearts of those who discover after it is too late that their teachers did not furnish them with the instruments and materials of thought accumulated by the ages, but sent them into the world lacking many of the weapons by which life's battles are fought and won.

OPINION OF ATTORNEY-GENERAL.

We give herewith the opinion of Attorney General Hensel, to which reference is made above:

OFFICE OF ATTORNEY-GENERAL.
Harrisburg, Oct. 17th, 1893.

REV. DR. N. C. SCHAEFFER, *Supt. Public Instruction.*

Sir: I beg to acknowledge your oral request for a construction of and for advice upon the Act of May 10, 1893, relative to the grant of permanent certificates to graduates of certain literary institutions "legally empowered to confer" certain degrees, etc. The title of the act relates to graduates of "recognized literary and scientific colleges," but in the body of the statute these vague and indefinite terms are supplanted by words of exact and precise meaning.

Literary or scientific colleges "legally empowered to confer" the degrees specified in the act, in my opinion, comprise only such as have the express "authority of law" to confer them. Such authority must be found either in the special statutes in-

corporating them or in the general corporation laws enacted since 1873, providing a uniform system for the formation of corporations for "the support of any literary, medical or scientific undertaking, literary association, or the promotion of music, painting or other fine arts."

"The powers of a corporation must be given in plain words or by necessary implication. All powers not given in this direct and unmistakable manner are withheld. A corporation can take nothing by construction."—Com. *vs.* E. & N. R. R. Co., 27 Pa. St., 339.

Before the Constitution of 1873 and the corporation Act of 1874 were adopted, literary institutions, such as classical and scientific colleges, were chartered specially by the Legislature, and they were invested with express power to confer degrees by the statutes erecting them into corporations. So far as this power was ever delegated to the courts, its limitation was long ago made the subject of judicial construction. In the case of St. Mary's Church, 6 Serg't & Rawle, 505, Tilghman, C. J. said: "In this business of charters, the Court acts under the grant of an extraordinary power of a special nature, and is confined to the cases described in the Acts of Assembly." In the case of the Medical College of Philadelphia, 3 Wharton, 444, the Supreme Court refused to incorporate a medical college with power to grant degrees, no such privilege being conferred by the Act of 1791. These principles have controlled the Courts since their enunciation and are recognized as the settled law.

In the Duquesne College Charter (12 County Court Reports, 491) the Allegheny County Court held that the Courts having power, by grant of the Legislature, to charter colleges, had no power to invest them with the right of conferring degrees. Whether this power passes to and rests in an educational institution by necessary implication, is a mooted question, the right answer to which, it must be admitted, should depend somewhat on the kind of institution that claims the right. If there is a lack of legal authority at present to charter institutions of any kind with power to confer degrees, the necessity is one that appeals for legislative rather than judicial action. Pending the consummation of it, the cause of literature and of scholarship is less likely to suffer from a paucity than from a redundancy of degrees.

For the purposes of your present inquiry, I advise you that you are not required to grant, without examination, permanent certificates under the Act of 1893, except to graduates of colleges "legally empowered" to confer degrees, and the general incorporation of a literary institution under the Act of 1874 does not "legally empower" it with the right.

Very respectfully,
W. U. HENSEL,
Attorney-General.

ITEMS FROM REPORTS.

ADAMS—Supt. Thoman: All the schools are open with two exceptions, due to the building of new houses, the one in Biglerville, the other at Pine Run. The latter is the finest and most complete school building in the county, especially for a rural district. It is heated by a furnace. The interior woodwork is not simply painted, but also varnished; in short, it is a model building in every way. Directors will do well to inspect both this building and the one erected at Red Hill, Oxford township, a year ago, before they agree upon a plan for a new house.

ARMSTRONG—Supt. Jackson: With but few exceptions, our schools began in August and September. As far as reported, the attendance is very good for the first weeks of school. Some of the country districts have adopted a graded course as recommended by the Superintendent. The teachers are doing what they can to give the course a fair trial. We feel encouraged by the way the schools are starting, and think that everything points to a successful year. All who have anything to do with the schools seem to be wide-awake and active. Everybody is anxious to do his part, and is always ready to do what is requested of him. The Superintendent has, by notice through the different papers of the county, urged upon principals, teachers, and school officers, the proper observance of the Autumn Arbor Day.

BEAVER—Supt. Hillman: The educational event of the month was the annual Institute at Prof. Peirsol's Academy at West Bridgewater, which convened August 27, and continued four days. The total enrollment was 107, nearly all of whom were teachers. Many were young persons who are about to teach their first term. The exercises were especially arranged for this class.

BERKS—Supt. Zechman: The Annual County Institute was held September 25. The instruction was very practical. Kutztown erected an eight-room building, heated and ventilated by the Smead system. This building is second to none in the county. It was dedicated October 1. At the County Institute we appointed Nov. 2nd as Conrad Weiser Day, which is to be observed in every school. A collection will be taken up, which will be the beginning of an effort to raise funds for the erection of a monument to his memory.

BLAIR—Supt. Wertz: The Altoona and Blair County Union of Teachers and Directors held its second annual meeting at Lakemont Park, August 31. An interesting programme, consisting of live educational topics, was arranged for the occasion. The meeting was well attended by teachers, directors and patrons. The discussions were animated and to the point, and all present voted it a day well spent. The schools are all in session, and as far as we have been able to learn by visitation and inquiry, have the largest enrollment in the history of the

county for the first month. The increased enrollment may be attributed to the free text-book system, which will prove a powerful agency for the advancement of our free schools, now *free* indeed. Our directors, being impressed with the importance of attractive school-rooms, have renovated a goodly number of houses. The School Board of East Hollidaysburg has remodeled the house in that district, and it is now one of the most attractive in the county.

CAMBRIA—Supt. Leech: The Cambria Library, one of the very best equipped in the State, has granted all its privileges to the pupils of the public schools of the county, free of all cost, a movement which is appreciated alike by teachers, pupils and parents.

CAMERON—Supt. Herrick: Lumber, Gibson, and Shippen townships have placed "The Teachers' Normal Series" (number and language chart) and Yaggy's "Geographical Portfolio," in the schools.

CHESTER — Supt. Walton: Brandywine Day was observed in nearly all the schools of the county. The interest taken in home history and government is marked. At Birmingham the schools celebrated the day by meeting in the old Friends' Meeting House. The traditions of the locality were recalled by some of the older residents. Tredyffrin and Easttown townships have supervising teachers, who act as local superintendents, visiting all the schools each month. The new school-house at Paoli, with its modern individual furniture (heater, pump, hardwood finish, etc.), is another illustration of public interest in the welfare and comfort of the school children.

COLUMBIA—Supt. Johnston: The schools of Berwick, Bloom, Catawissa, Espy and Orangeville, were visited during the month. Most of these schools have an unusually large attendance for the beginning of the term, evidently due to the free text-book system. In some districts the term has been lengthened, and in many the teachers' salaries increased. Directors generally have been more careful in the selection of teachers. We are arranging as usual to hold a series of local institutes, eight or ten during the term. From some of the districts reports have been received that the teachers have organized associations. During the year twenty-four examinations have been held, resulting in the granting of 154 provisional certificates, and 7 professional; there were 199 applicants.

DAUPHIN—Supt. McNeal: The schools of Williams and Williamstown opened August 14. For several terms these districts have been opening their schools about the middle of August for the accommodation of the boys who are taken out of school in the early spring to go to work. Most of the other town schools opened the first Monday in September, and the country schools from the first Momday of September to the first Monday of October. Our schools never opened with more promising indications of success than at the beginning of the present term. The law relative to text-books and supplies has been obeyed not only in letter, but in spirit as well. So far as my observation has extended, the most liberal provision of supplies was made by Middletown. During vacation this Board repaired, painted, papered and refurnished their high school room, recitation room, and principal office, at a cost of about six hundred ($600) dollars. Teachers' salaries were increased, two new schools established, and drawing added to the course of study. The principal and his corps of teachers have arranged to procure sixteen different educational journals, each to be left one week at a building, and then filed in the principal's office for reference. Millersburg has had one of their school houses repaired, painted at a cost of about two hundred dollars.

FULTON—Supt. Chestnut: Most of the schools opened October 2. There is considerable confusion in regard to books. In Taylor all the houses are new and first class, in Dublin, the same. As a whole, the county has a tolerably fair corps of teachers. One school in Taylor has a teacher not so well qualified as the pupils. I am trying to organize a Local Institute in each district.

HUNTINGDON—Supt. Rudy: Shirley township has erected three new school-houses, one taking the place of a house recently burned down. Warrior's Mark township has completed a new house, also on account of fire. The schools are nearly all in operation, with an attendance reported good.

JUNIATA—Supt. Marshall: By October 2 all the schools will be in session, excepting those of Lack township, where the repairing of houses has caused delay. I find, as far my visitation of schools has gone, that need a course of study for graded and u graded schools. In many of the schools studies are arranged by the teacher and pu sued by the pupils in a hap-hazard mann hence entirely incompatible with success teaching. An effort will be made at County Institute to have a committee pointed to prepare a course of study for county, so that it can be presented to different districts during the coming sch year. The habit of our farmers in keepi their sons and daughters at work during first month of school, when they have arriv at the age when they could make the m progress in school, is certainly an instan of poor economy, as well as a great injust to the children, and a hindrance to the p gress of the school as a whole.

LACKAWANNA—Supt. Taylor: I have e deavored to emphasize the importance keeping the out-houses of the schools in go and proper condition, by sending copies the law relating thereto, and a personal le ter, to all the secretaries in the county. effort will be made to establish a unifor course of study in all the schools, wi monthly examinations. For a guide in th

matter we shall use a course of study prepared by a committee of county superintendents in Illinois.

LAWRENCE—Supt. Watson: The school building in West Newcastle, which will be ready for occupancy about November 1, will be one of the finest in western Pennsylvania. School Boards have all been very busy during the past month providing books and other supplies. The free text-book law is giving the schools a lift in the right direction, as each pupil will be placed in the grade to which he belongs.

LEBANON—Supt. Snoke: The schools I have thus far visited have made a favorable beginning, with few exceptions. The unsatisfactory condition of these exceptions is invariably due to a want of skill and tact on the part of the teacher. Frequently, more of this tact and less brilliant intellectual attainments, would show better results. Let the teacher strive to acquire both.

LEHIGH—Supt. Rupp: Before the opening of the schools a meeting of the teachers and directors was held in all the rural districts. The text-book question was quite fully discussed. All of the schools are now supplied with free books, etc. I attended the dedication of two new houses in Lowhill township—one at Claussville, the other at Lowhill Church. Both are brick structures, substantially built. Both are surmounted with a steeple and bell. They are furnished with patent desks.

LYCOMING—Supt. Becht: The monthly meeting of the Teachers' Exchange was held September 30. The subject of district supervision was considered, and the county divided, as heretofore, into seventeen districts. A prominent teacher in each district was appointed to act as superintendent, to collect statistics, and arrange a report of the condition of the schools, to be presented at each meeting of the Exchange, and also to be published in the county papers. This superintendent will also have charge of the arrangements and programme of the district institute. He will have stated meetings of teachers, directors and patrons, and will assist as far as possible in all local institutes, reviews, etc. This plan has been in operation for the past two years, and it is proposed to continue it along the same lines, changing only in details as experience demands.

MIFFLIN—Supt. Cooper: Having visited most of the schools in four townships—Brown, Union, Menno, Decatur, and part of Derry—we are pleased to report them in a prosperous condition. Decatur and Menno are supplied with a full line of text-books. The directors in these townships have the right idea of economy, and correct views as to the best interests of their schools. Our new teachers are doing good work. Armagh proposes to hold a Local Institute before the meeting of the County Institute.

MONROE—Supt. Serfass: Several districts are short of teachers. The new Normal School at East Stroudsburg will, by another year, furnish us with a larger and better supply of teachers. The Normal opened September 4, with an attendance beyond expectation. There are now 283 students enrolled. They are at present in need of an addition to the faculty, and by spring an additional building will be required. In our visit we found an earnest and overworked faculty, and an enthusiastic and happy body of students.

NORTHUMBERLAND—Supt. Shipman: My visits this month were chiefly in Coal township, which surrounds Shamokin borough. In this district 35 teachers are employed, who were working at a disadvantage, due to a delay in shipping text-books. Closer supervision would add much to the usefulness of the schools. East Sunbury's large new building is nearly completed. The distribution of free text-books is costing some of the districts considerable extra concern.

SCHUYLKILL—Supt. Weiss: Free text-books are a blessing to many children, especially in the mining districts.

SULLIVAN—Supt. Meylert: The Normal Institute lasted five weeks, closing September 15. More than four-fifths of the teachers of the county were in attendance. The work accomplished will, we are certain, prove of benefit to the teachers in way of professional training and scholastic improvement.

VENANGO.—Supt. Bigler: The introduction of free text-books and all that accompanied the same, is certainly the most important step that has been taken for many years in the line of school work. Richland township has secured an elegant book-case, with lock and key, for every school in the district, for the safe keeping of the books. A very satisfactory blank record book has been adopted throughout the county for the accounting of books. One discouraging feature is that publishing houses are not furnishing the books as promptly as they should. Some time ago I advocated the adoption of the "Mental Arithmetic," and the result is that more than one-half the districts have done so. This seems to me to be a good step. Since we have writing materials furnished free, we may expect better results in the teaching of penmanship.

WARREN—Supt. Putnam: The majority of our schools opened September 4th, for a continuous term. Nearly every district will have eight months' school, several nine, and none less than seven. The directors are furnishing books and other supplies needed, as rapidly as possible. The disposition seems to be to comply with the law in a liberal spirit, and all seem pleased that this forward step is made.

YORK—Supt. Gardner: The increased attendance, compared with last year, is very marked. This is one of the good results of the free text-book system. At Hanover and Wrightsville the increase was so great that each borough was compelled to organize a new school to accommodate the pupils. The School Board of York Haven erected a one-

story brick building, with two commodious rooms, properly lighted, well ventilated, and furnished with improved patent furniture and slate blackboards.

ALLEGHENY CITY—Supt. Morrow: Our schools are unusually full. We have a gain of 1215 over last year for the same month. We never had such a gain before in the history of our schools. Heretofore it has been between 300 and 400 per year, never more than the latter, nor less than the former. This year, therefore, marks a great advance.

ALLENTOWN—Supt. Raub: A high school building is in process of erection, to be completed by July, 1894. It will contain eight school-rooms, besides class-rooms, and the superintendent's office. It is to be two stories, with mansard roof. The attic is to be fitted up for an assembly room. The Smead-Wills system of heating will be put in. It is to be of brick with brown-stone trimmings. The schools have been supplied with free text-books at a cost of about $9,000. The work in the schools has begun very auspiciously.

BETHLEHEM — Supt. Farquhar: The schools opened Aug. 28, and are in a condition satisfactory to myself, and, I believe, to the Board. The law respecting supplies has been fully complied with. Everything that was deemed necessary for the assistance of the pupils in their work has been furnished. I think the Board will show a liberal spirit in the future, if it shall appear that supplies of a greater variety are needed.

CHAMBERSBURG—Supt. Hockenberry: We have more scholars now in our schools than we had any previous year during the first month. It is due to free text-books, and not to increase in population. No time was lost waiting for parents to buy books. All the pupils in all the schools were able to begin work at once.

CHESTER—Supt. Foster: Three of the buildings have been furnished with the hot water system of heating, and all have been put in excellent condition for the service of the term recently opened. Chester will this year hold an annual Institute separate from that of the county, during the week beginning March 23. It is the design to secure the very best instruction for the teachers during the day sessions, and omit the evening entertainments. The high school curriculum has just been extended so as to cover four-year courses of study in parallel lines: Academic, Normal, and Classical. Four pupils have commenced Greek.

COLUMBIA—Supt. Hoffman: During the past month 1902 pupils were enrolled—the largest monthly enrollment in the history of our schools. Of this number 1165 were present every session. We found it necessary to organize an additional primary school.

DUNMORE—Supt. Williams: The directors, at their last meeting, increased the salaries of the teachers $5 per month, and engaged the services of an instructor in vocal music who gives us one lesson per week.

HARRISBURG—Supt. Foose: The new High School building, costing over $100,000, was first occupied by the school in September. When fully equipped it will furnish all necessary facilities for high school work. Free books have been furnished in all the grades of the school, in consequence of which our schools have never been so well filled, nor has the attendance been so good for the number enrolled.

HOMESTEAD—Supt. Kendall: Homestead was incorporated a borough in 1881. The town having no school facilities, a ten-room brick building was erected and occupied in the fall of 1882. A second and a third of eight and nine rooms respectively were erected in 1888 and 1890. The Board for the fourth time is obliged to increase the number of school-rooms, and has under construction a fine twelve-room building to be completed Feb. 1st, 1894. Free text-books are furnished the pupils, and we note a more regular attendance and better results.

HAZLE TWP., (*Luzerne Co.*)—Supt. Mulhall: One of our school buildings, located at Hazleton Mines, containing four rooms and employing two teachers, was completely destroyed by fire on the night of Sept. 22d. There was no doubt that it was set on fire either deliberately, or by parties loafing and carousing in or around the premises. The School Board has offered a reward of $100 for the arrest and conviction of the guilty party. This matter of loafing around school houses and injuring the property in many places is an evil which annoys school directors and teachers very much. The malicious destruction of school property, and the consequent repairing thereof, is an item of considerable expense to many districts.

LEBANON—Supt. Boger: The Franklin School was ready for occupancy at the opening of school August 28th. The two new wings furnish seating capacity for about 250 pupils. Its external appearance and internal arrangements do credit to the progressive spirit of our Board of Control. It is heated by the Smead system, and furnished throughout with single desks. On Labor Day this building was opened for public inspection. The several Camps of the P. O. S. of A., together with the teachers and pupils of the eight schools of the building, had a parade in connection with the presentation and raising of the national flag. The city was in holiday attire, and thousands greeted the National President of the Order, Clarence Huth, who presented the flag, and Henry Houck, who accepted it in behalf of the Board of Control.

MAHANOY CITY—Supt. Miller: All school supplies have been furnished the pupils according to law. The attendance is much larger than ever before at the end of the first month.

MAHANOY TWP. (*Schuylkill*) *Co.*—Supt. Noonan: Our schools opened September 4th, for a term of nine months. Three new buildings were occupied, and the grounds of

six more were greatly improved. The building at Cole contains, in addition to commodious school-rooms, a comfortable office for the Superintendent, and a storage room for books, apparatus, etc. More than 4000 free text-books were placed in the hands of pupils, and 1300 wire-bound noiseless slates were supplied. The slates are the best I have ever seen, having been ruled to order at the factory. One hundred new pupils' desks and four teachers' desks have also been provided, while more than a hundred old ones have been repaired and varnished. There have been purchased, besides the full supply of school materials, seventeen 12-inch school globes, two cases of maps, and five reading charts. The Directors have done exceedingly well considering the length of time they have been in office—little more than four months.

MILTON—Supt. Goho: The Board has organized another school in a rented building. We are still crowded, and a new school-house is almost a necessity. The new text-book law has gone into operation without trouble, and appears to be satisfactory to everybody.

NEW BRIGHTON—Supt. Richey: We have increased our teaching force by two teachers since last year, and still our schools are very full. We have had an increase over last year of 113 pupils, which, I believe, is due to free text-books and supplies. Our people speak in the highest terms of praise of free books and supplies. In fact we are all very much pleased that our schools are *free*. I can see no reason why this year should not be the most prosperous in the history of our schools.

NEWPORT TWP. (*Luzerne Co.*)—Supt. Dewey: Special efforts are being made to secure better attendance. Never before has our percentage of attendance reached 97. The School Board renewed the subscription for *The School Journal* for each member. An interesting and profitable Institute was held. The teachers begin their work with renewed vigor, and their interest is unabated.

NORRISTOWN—Supt. Gotwals: The School Board purchased three "Teachers' Anatomical Aids," for use in the schools. The following additions were made to the Supplementary Reading: Wright's Nature Series, Dole's American Citizen, and Civics for Young Americans. There will be no written examination held in January, 1894, for promotion of pupils, as heretofore, but pupils will be promoted February 1, on the recommendation of teachers and superintendent.

PHŒNIXVILLE—Supt. Leister: Our term of nine and one-half months commenced September 4th, with 26 teachers, including the special music teacher. It is greatly to the credit of our Board that they have remodeled the old Church street building, containing only four rooms actually fit for school use, so as to change it to one of eight large rooms, besides a Directors' room. The style of architecture is Norman. It is furnished with the best natural slate blackboard, water and gas in every room, and the Smead system of heating, ventilating, and dry closets. Editor Roberts, of *The Messenger*, says: "Phœnixville now has four school buildings of which she is proud. Indeed, there are few towns of its size and ability that can make a better showing. We can point to our schools with pride, and justly so."

SCRANTON—Supt. Phillips: The enrollment this opening month is 842 more than for the corresponding month last year. The increase of attendance has necessitated the employment of five additional teachers. The outlook for the year's work was never more favorable. We are laying special emphasis upon the teaching of penmanship, which is almost a lost art in the schoolroom. We begin with muscular exercises the first year in school, and continue the work throughout the whole course. We are using what we call the "Natural Movement Method," and I believe a revolution in the art of writing is at hand, It is a comfort to know that every child now can be supplied with the necessary equipments for every exercise under the free book system, instead of losing weeks, as has sometimes happened, before an entire room was ready for work, because the requisite books or other material were not furnished the child. It might also be mentioned that under a late law of the Board, every teacher who graduates from our High School and then graduates from a Normal School or our Training School, receives $4 a month additional.

SOUTH EASTON—Supt. Shull: We opened school with an enrollment of 1122, of whom eleven per cent. belonged to the High School, 28 per cent. of the High School pupils are seniors—almost double the number of any preceding year. One of the indications of a prosperous year is the fact that the directors made fifty-one visits during the month.

STEELTON—Supt. McGinnes: All the teachers of last term were re-elected. The resignation of the high school teachers to enter Princeton College, and the establishment of two needed sohools necessitated the only changes that have been made in the corps. We now have 34 schools, 36 teachers, and 1654 pupils.

TITUSVILLE—Supt. Crawford: Our High School is running one session per day—8:45 a. m. to 2 p. m.—with 30 minutes for lunch. It seems to work well. We will use the High School auditorium for the first time as the lecture room of the Titusville Centre of University Extension recently organized here. Our first course is on English Poets of the Revolutionary Age, by W. Clarke Robinson. All our High School pupils who attain a certain grade in the study of Literature are admitted *free* to each lecture.

YORK—Supt. Wanner: Our enrollment for September is 373 more than for the corresponding month last year,—a greater increase than can be attributed to the growth of the city in population. It is in part a result of the operation of the "Free Text-Book law."

GOOD NIGHT.

VOLKSLIED.

Moderato.

1. How soft the hap - py even - ing's close, 'Tis the hour for sweet repose, Good night! The sum - mer winds have sunk to rest, The moon se - rene - ly bright, Sheds down her calm and gen - tle ray, Soft - ly now she seems to say, Good night!
2. These tran - quil hours of so - cial mirth, Form the dear - est ties of earth: Good night! And while each hand is kind - ly pressed, Oh, may our pray'rs to heaven, With hum - ble fer - vor be ad - dressed, For its bless - ings on our rest: Good night!
3. Oh, how each gen - tle thought is stirred, As we breathe the parting word: Good night! Could we but ev - er feel as now, Our hearts with love up - raised, And while our fond af - fec - tions flow, Hear in mur - murs soft and low—Good night!

dim. *rit.*

THE BETTER WISH.

HENRY RUSSELL.

R. R. If I had but a thousand a year, Gaf-fer Green, If I had but a thousand a year! What a man would I be, And what sights would I see, If I had but a thou- sand a year, Gaf- fer Green, If I had but a thousand a year!

G. G. The best wish you could have, take my word, Robin Ruff, Would scare find you in bread or in beer; But be hon - est and true, And say what would you do, If you had but a thou- sand a year, Rob-in Ruff? If you had but a thousand a year!

R. I would do, I scarcely know what, Gaffer Green,
I would go, faith! I hardly know where,
I would scatter the chink
And leave others to think,
If I had but a thousand a year, Gaffer Green!
If I had but a thousand a year!

G. But when you are aged and grey, Robin Ruff,
And the day of your death it draws near,
Say, what with your pains
Would you do with your gains,
If you then had a thousand a year, Robin Ruff?
If you then had a thousand a year?

R. I scarcely can tell what you mean, Gaffer Green,
For your questions are always so queer,
But as other folks die,
I suppose so must I— [Ruff?
G. What! and give up your thousand a year, Robin
And give up your thousand a year?

There's a place that is better than this, Robin Ruff,
And I hope in my heart you'll go there,
Where the poor man's as great,
R. What! though he hath no estate?
G. Yes, as if he'd a thousand a year, Robin Ruff,
G. & R. Yes, as if he'd a thousand a year.

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THOSE DEEP WORDS, GRACE AND TRUTH.

PHYSICAL AND MORAL WORLDS FULL OF THE CREATOR'S GOODNESS.

IN one of the Columbian buildings there are daily many curious eyes busy gazing at the locomotives or vast ships which can with such ease carry man across a continent or over an ocean. With a much greater pleasure we ought all to study that chariot that is to carry us at last from earth to the sky. In the chariot of grace we are all borne onward. It is not the whole of the truth to say we are thus borne to the sky, for by the same power we are borne along through these years. To saint and sinner each day is a journey begun and ended in God's grace. This is the royal chariot that bears man through vale and over mountain.

It is often better to study words in their common usage than to study some formal theology. Some words are older than Calvinism and Arminianism, and will thus show us an idea as it came and went, budded and blossomed, long before our churches were born. Often theological terms are strained, and resemble those conventional paintings in which Peter the fisherman wore brocade robes and had in hand a gold key to the kingdom of Heaven. The charm of modern art lies in its effort to utter the truth. It does not attempt to tell all the truths in the world, but only those which contain some form of beauty. The truth of literature and art is never the whole of truth, but only that part of fact that may delight and inspire. Theology in the church has often strained its art, and has given Peter robes and crown or has made a simple word tighten like an iron clamp; has made the human race the victim of some local rhetoric.

By looking into old language we can see the word "grace" gathering up its stores of significance. There is a titled woman now visiting our nation who is carrying in her name some delightful traits which 2,500 years ago the Greeks and Latins admired in womanhood. The Greeks used the word "eulaleo" when they spoke of one who talked or smiled sweetly; and Horace in his twenty-second ode says a wild, hungry wolf fled from him once as if it were unwilling to attack a poet who was thinking only of a eu-Lalage—a human soul—sweetly speaking and "dulce ridentem." Thus passed the word slowly from Greece to Spain. Thus many of the terms of religion make long journeys; but go where they may, they carry with them always the truths and the sentiments which first gave them being. Their cause of existence goes with them.

"Grace" comes to us back of the Greeks. "Krats," or karits, were the horses that drew the sun around the earth. Those prancing steeds made one trip a day, harnessed to a golden chariot. They were so silent, so generous toward all life, so

rich, so brilliant, that soon the word "krats" began to stand for human beauty of form and then of mind. The divine horses which for the Aryans had moved in the blue sky, began to move in the human form or draw their chariot in the human heart. When a man or a woman had beauty of motion, he or she became grats-like, and soon when a mind was kind and peaceful it was like the beautiful "grats" in the heavens.

After centuries of such blending of the horses and humanity, the horses were unhitched from their chariot and their name, "grace," was left for the human race alone. The Greeks and Latins took up the word as implying the sweet and silent beauty of the body and the soul. Then God began to move kindly among His children. He was benevolent. He was gentle as a sunbeam. At last, if man ever reached heaven, he was thus saved not by his own perfection, but by God's grace. There was to be a grace in man toward man, a grace of virtue and love; and there was also a grace in God. There was no iron in the matter; no awful decrees passed in eternity; no doom; no total depravity. Salvation was to take place in an empire of benevolence.

The theological and ethical problem of to-day is to combine in some new manner the two ideas that man must not sin, must not live in vice, and the idea that God cannot but be benevolent. Quite a task it will prove to empty all of old orthodoxy of its terrors, and also empty sin of its hopes. Grace abounds, but it dare not so abound as to offer any present or future happiness to crime and vice. The grace of God must find parallel grace in man. The human beauty must answer to the divine beauty, as face answers to face in a glass. Our age cannot any longer think of God as exulting over some dark decrees passed before the worlds were made, but our age must also be as far removed from the feeling that the banner of grace will wave alike here or hereafter over the righteous and the wicked hearts. There seems no escape from the idea that God's grace is not falling and will not fall alike upon those who love sin and those who love righteousness.

Problem of the Age.—In these peculiar times there is as much of peril in the word "breadth" as there is of deformity in the word "narrow." The word "liberal" may mean the ruin of society. The time is not far back when society was so liberal in its moral views that priests might openly be drunkards, and great Protestants need have no forms of virtue. It is the problem of our age to combine grace and righteousness. Many of the men who are boasting of liberality possess much more of the article than the world needs. They are so broad in their views that they know little difference between vice and virtue.

In the daily, abundant complaint against Presbyterian narrowness, that it can fight over words and can demand that the Columbian Fair be closed on Sunday, we must remember that the church has not yet reached the fatal broadness that flings open five thousand saloons on all the days of the week, and which makes gambling one of the regular mercantile pursuits. That is indeed a marvelous liberality which can permit young men to select the gambler's den as their early schoolhouse, five thousand open saloons here in Chicago as their form of Sunday-school. Perhaps we should better all prefer a bigotry that would close the saloons and the gambling dens. There is one beauty in Presbyterianism, and that lies in the fact that while it can make some mistakes, it is capable of conceiving also of human welfare. Better often an orthodox narrowness than the liberalism of infamy. Our city will soon know this to its sorrow. The breadth which its rulers love is too much that of unlimited indifference and unbridled vice.

Grace comes to the world of thought, not only from the Bible, but from the profane literature, and from the entire realm of nature. It had done mighty service in the outer world before it entered into the service of our religion. The classic lexicons consume more than three columns each in defining the term and in showing its use by all the great thinkers of antiquity. In the books of Calvinism it is seen more like a redwood tree in a greenhouse than like the giant forests in California and Oregon. In some of the old churches grace was a favor done to some one soul in a million, a favor which would not become visible until after death, but in the great outer world it was the decoration of every age and every eminent person. In Sophocles, in Xenophon, in Cicero, the word helps each author describe each noble character; it exalts the heart it touches;

the one word makes speech turn into eulogy.

The Mosaic Law.—St. John said: "The law came by Moses, but grace and truth through Jesus Christ." And yet there was a little grace in the Mosaic law. Moses ordered some grapes to be left on the vines that the poor might psss through the vineyard after the wine had been made and might find something for their hungry lips. Moses ordered some bundles of wheat to be left for the gleaners. He also commanded that no youths should make sport of the deaf or put any obstacle in the path of the blind; but there was so little of this benignity in that period that John does not pause to reckon it. He says, grace was born with Christ. And so it was, just as beauty was born in Athens, just as poetry came with Homer. The real truth is, Christ came because grace was already in the world; the richest thing it possessed. He wanted to make more visible to man the grand attribute of all rational life. Christ did not come to create, but only to reveal and transfigure. The infinite God had passed over the scene; Christ came to point out the early foot-prints of the Creator.

Under the most orthodox view of Christ he must be seen as encompassing all the pagan world with this gentleness and beauty of God. If Christ made an atonement for human sin, it is not necessary the pagan world should know what lamb or dove had died for it. Many a debt has been paid by some unknown friend. It indeed might give happiness to the heathen to know the heart that blessed them, but in the absence of this knowledge the grace of God none the less would surround all these millions. As beauty is inwoven in all the scenes in pagan lands, as their foliage is as rich as that upon Christian hills, as the birds of Palestine had brilliant plumage and sweet song before Christ came, so before the days of Jesus and after him all paganism lay in the wide ocean of God's grace, because that grace does not follow the flag of the church but the banner of the Deity. This banner is not the flag of a time or a place; it waves over eternity.

A Tendency Toward Greatness.—All things tend toward a generic greatness. The modern man is greater than the primitive man. The fruits of to-day surpass those the ancients gathered. The rose of Anacreon has hastened onward. After philosophy had made a beginning, it rose up to Plato and Aristotle. Having died and having been reborn, it arose again to the height of Bacon and Newton. Literature began with the old Aryans and climbed upward to Athens. Having fallen and having been reborn it began at once to follow that upward path which we see mapped out in our century. Thus grace was always in our world, but Christ led it up to its own golden age. If roses and art, if fruit and philosophy, can hasten forward, shall we hang a millstone around the neck of grace? Is it not to grow in the passing centuries? Is it not to become more and more visible? Within many of the old English churches and cathedrals the flowers placed on the altar each day are small when compared with the ivy that climbs and wanders and masses itself on the outside. Gray could not have written his elegy within the holy walls. His thoughts would have been bounded. Outside of the church lay the more impressive scene. The wider and deeper the ocean, the higher run its waves and the more solemn its music. Thus the grace of God grows and the bunch of blossoms on the church's altar is only an emblem of the June luxuriance on the outside. Under this growing grace, states are changing their laws, churches their creeds, and society its morals and its manners.

An evolution which makes nature come from itself excludes from the whole universe the reign of all forms of grace. We have nothing but power—the power of the sun and the ground. Of atheistic evolution this is the philosophy—that as the dry axle of a cart creaks, thus a bird sings. As the willow tree weeps, its tears trickling down in the night, thus man weeps. As the waves sparkle in the sun, so man laughs or smiles. As gold is formed in the fires of the earth, so the human brain, the eye, the ear, are made by the rays of the sun. There is no goodness or grace anywhere. Man is only a rock that can move. He is only some dirt which the sun has made so warm that it can think. Oxygen has so long combined with hydrogen in man that at last he talks. Ozone has lain around him until he sings and reasons. As the barn-door hinges become oxidized until they creak, so man combines with water and rusts into operas and anthems. All animals will sing when they shall have been long exposed to the needful

quantity of gas, dampness, and heat. This is the theory that empties the universe, not only of an intelligent power, but of all graciousness; it leaves us nothing to love and nothing to expect from the future.

Vast Kingdom of Goodness.—The evidences of a God are not to be found in the power and wisdom demanded by the creation any more than the graciousness of nature. There are indeed dark spots in the natural world. Animals often devour each other. There are selfishness and cruelty to be found, and death seems a misfortune. But we soon pass by these dark exceptions and come to a vast kingdom of goodness. It is good in the sun to shine for millions of years and in a benignity that makes the seasons and the zones of life. There is somebody's grace in the light that turns into a thousand colors in the presence of a mind that loves such coming and going tints. If man's sky must have cloud and storm it was a sweet thought that many a storm should end at sunset and make the horizon at the west a thousand times more beautiful for the storm's sake. Thus a black tempest is turned into glory by divine grace. Plants come by help of the sun, the rain, and the soil, but it was a kind thought that they should come blossoming; should come exhaling perfume. Before man's food comes from the wheat, the field must stand for a time in waving gold. On its slow way to the miller the grain must pass by the painter, the lover, and the poet. And the mill itself is often an object of pen and pencil. And then, at last, when the daily bread reaches man he laughs, and is glad while he eats. If life is supported by the sun and soil, it was the gracious thought of some one that the animals should come in beauty, and that many birds should come with a world of song in their hearts. Some animals come with a boundless friendship for man. The dog worships man as its God. The horse of Custer would follow him in the wilds of the plains. It loved to be his pillow at night. It called for him if he moved away from it. The West is wild only to those men who, by studied cruelty to themselves and their poor dumb brutes, have emptied all times and places of divine grace. Could man repair to the mountains, plains, and canons and take with him a human nobleness, he would find that God in His goodness had reached those solitudes far in the advance, and had put music into every waterfall, and on each mountain peak the halo of a saint.

The Creator's Benevolent Wishes.—This spectacle of God's benevolent wishes, as seen in the physical and moral worlds, lies before man as the greatest lesson ever spread before him. In the schools he may learn many sciences and many tongues; he may become stored with knowledge and colored by literature and art, but his education is most perfect only when he has learned to be gracious. His grace cannot be that of the flower that blooms or of the wheat that bends to the summer wind, but it can be that of the soul. His soul can be like the horses that drew the chariot of the sun—it can step silently as upon clouds and run an errand of only benevolence. To be gracious even to a slave; to be gracious to all the poor, to all the unfortunate: to be gracious to all forms of honest opinion; to be like Cicero, "transient in enmities, unchanging only in friendship;" to make this grace shine even upon all the dumb animals! Oh, what a destiny for the human heart! For matchless beauty the next thing to God's grace is man's grace.

It often seems to the religious student of beauty that all the arts, painting, sculpture, architecture, and music, are only the grace of the mind asking material things to become its language. The genius of art is peace. Its statues ought to possess something of repose, its pictures ought to detain not by horrors, but by some everlasting charm; its music ought to join the heart to the infinite; its arches, and columns, and domes should seem able and willing to stand forever beautiful in sunshine, calm, and storm. The eye fills with tears at the thought that any of the beauties of architecture should be reared for only a day; that domes and columns must reckon their life with the hours of the ephemeral insect. All art is the effort of the mind to utter its divine peace and to express its attachment to immortality. The dearest quality in architecture is its power to whisper to us the word, "always, always!"

Man's Hope of a Second Life.—It is most probable that man's hope of a second life ought to be deduced not from God's power and omnipotence, but from His grace. The Father who turns the air into music, who orders the plants to blossom, who paints the clouds in the evening, who pours beauty into the hu-

man soul until it overflows in art and literature as the Nile pours over into a desert and makes sand a paradise—this kind of a God will probably make your death bed a place where the grace of earth is changed for the more spotless beauty of some other land. We dare not say that the Infinite ought to do this for His children, but when we read the history of grace as it lies all written out in our world, we cannot but assure that there will be seen by all of you not many years hence a world, a land, a life more deeply marked, more grandly ornamented, more richly endowed by God's grace.—*Prof. David Swing.*

A BRIGHTER TERM.

RHODA LEE.

HOW the old bell rang out to-day! It is cheerful at all times, but so much jollity and positive hilarity was there in its tones this morning that I stopped in my work to wonder what spirit of mischief had taken possession of it. Cracked through it is, and withal very shaky, it seemed to be putting forth its most strenuous efforts, assuring the many little folks on the way, that whatever the bell could contribute towards the general happiness of school, would most heartily be given. And the teacher of this same little school was making just such resolutions. School was to be happier this term than ever before. There were plans for recreation and development in side lines that were going to help on the regular work. There was going to be less drudgery and more real teaching. It was not necessary that she should teach botany or read "Tom Brown" and "Little Women," but she was going to do both. Calisthenics and club swinging were not on the curriculum, but nevertheless visions of the creditable drill company floated about in her mind. There was the usual amount of hard work before the class, but there was also something a little outside the course to brighten the days, to be "in the warp and woof of life," as Jean Ingelow says:

> A thread of gold that glitters fair, and
> Sometimes in the pattern shows most
> Sweet where there are somber colors.

There is no difficulty in getting work well done provided it be attractive, and if there is no possible way to make it so, a little recreation beforehand will rest the tired minds and insure the work being done with all good-will and heartiness.

Good work, happy days with no friction, should be our aim in the session to come. Strengthen yourself with a new supply of true, womanly common sense and patience. Do every thing in your power to promote perfect sympathy between your scholars and yourself, and with the memories of your own childhood and school-days ever fresh in your mind, the hours spent within the four walls of school will be barren of neither profit nor pleasure.

"A very little thing pleases a child" is a saying heard not unfrequently. There is another side to the adage that one needs to be reminded of occasionally. How little is required to discourage a child. What harm a single word, a look, will do sometimes at school. An undeserved reproof given, a childish impulse checked, an effort to please disregarded or unappreciated. How all these things wound and warp child-nature! Does not the primary teacher require almost infinite wisdom?

It is necessary for a teacher to do a little weeding at the beginning of a new term. She must retain all the good plans of former sessions but clear out all rubbish, all that is useless, even though it be ornamental.

Thinking over my own plans, I decided once more to make use of the little *medals* that have adorned my classes for a number of terms. The supplies necessary are three or four dozen brass bangles about one-half inch in diameter (such as are used for fancy work,) a few yards of narrow blue and red ribbon and a box of safety pins. Tie the ribbon through the bangle with a neat little bow and it is ready to be pinned on when won. The boys generally prefer red, the girls blue. The medals are always attended to on Monday morning and are awarded for punctuality and good conduct for one week. No two teachers have exactly the same standard, therefore I will not state when I consider a medal to be earned; suffice it to say they are not too easily obtained. Still there are generally a goodly number of medals to be seen. If managed wisely they are an excellent institution.

I know of one teacher who on the closing day of last term, made several good resolutions for this season. Doubtless

there were many others of a similar nature recorded. Let us hope they may all be acted upon, and thus lead to better aims and higher ideals than we have before had in our school work. May we then "do noble deeds, not dream them all day long," and determine to make this term brighter, happier and more profitable than any of the past.—*Educational Journal.*

DISCIPLINE.

IN the rapid progress of the world from slavery to freedom there is some danger of overlooking the real necessity for discipline. Superficial thinkers are apt to associate it with the slavery from which they are escaping and to dissever it from the freedom towards which they are eagerly pressing. But the truth is that discipline, in its true sense, is necessary to the very idea of freedom. The cruelty of the despot, the hard-hearted severity of the overseer, the hasty punishment of the passionate parent, cannot be rightly termed discipline. They do not contribute to any well-defined and valuable end. They are merely the exhibition of selfish inhumanity when clothed with brief authority. True discipline is what we all need to bring out the best that is in us. Every organization needs it to further its objects. The army must be well disciplined, or the battle is lost; the school, or chaos will make teaching impossible; the family, or its mighty power for good vanishes. And every individual needs it for his own development, and to enable him to bring his powers and faculties into orderly and effectual activity.

Neither does discipline die with the death of authority. If it has been of the right kind, it is then merely transferred from the authority of others to the authority of self. Self-discipline is, or should be, the end and aim of all other discipline, and the test of its quality; and every one who is at all intelligent will be thankful for having been subjected to a control in early life that has gradually prepared him for and merged into self-control. Only thus can any one experience the meaning and the blessing of freedom, for without it, though no hand may direct him and no voice command him, his own breast will be a scene of anarchy and tyranny, and he its powerless victim.

Perhaps no other power is more important in the pursuit of the various avocations of life. It enables a man to submit patiently to whatever preparation is necessary, to overcome natural repugnances which would hinder his career, to triumph over the love of ease, or the craving for pleasure, which would destroy his hopes of success. Many a man with brilliant talents and fine prospects has been wrecked upon these unseen rocks. He has trusted to his abilities, and they have betrayed him, simply because they were not well disciplined. The dry details of his work weary him, its drudgery he cannot bear, its enforced regularity he despises. Presently, to his surprise, he is distanced in the race by those of inferior powers, but who, by perseverance and self-denial, have used them to better purpose. Mr. Hamerton, in his "Intellectual Life," says truly, "The origin of discipline is the desire to do not merely our best, with the degree of power and knowledge which at the time we do actually happen to possess, but with that which we *might* possess if we submitted to the necessary training. The powers given to us by nature are little more than a power to become, and this becoming is always conditional on some sort of exercise—what sort, we have to discover for ourselves." Of course, this "power to become" is limited in each individual case, but without self-discipline we can never reach those limits.

It is not merely for continuous industry that this power is needed. Often the authority of the mind is required to make as leave off what is engrossing us, to the exclusion of other duties and interests. Much of the overwork that is so frequently prostrating men of business and professional life comes from the lack of self-discipline. They know and will admit that they are doing too much; that they need rest and relaxation; that they are not giving what they owe to their families or to society; but they plead that they cannot help it, which simply means that they have not that power of command over themselves which would enable them to do what they know to be right. A self-poised man has the same control over his various faculties that the practiced musician has over the keys of his instrument, while the undisciplined man strikes at random, never knowing whether harmony or discord may ensue.

Not only in the labor of our lives do we

need to preserve this authority over self. In our hours of recreation, in our association with our fellowmen, in the thousand details of life its constant presence is necessary. It distinguishes the strong and noble character from the weak and wavering one. It enables us to choose between the different motives which are constantly presenting themselves, and to stem the tide, instead of drifting helplessly down with the current. Every one has an ideal of life, higher than his actual life reaches. We should all like to be better, nobler, more just and generous and disinterested than we are. Through self-discipline alone can we climb this ladder and approach this ideal. It is by no chance metaphor that we speak of *ascending* to the higher life, or *sinking* to the lower. The one implies determination, power, effort; the other merely the absence of all these, the letting go of the moral reins, the abdication of authority over self. For one man who resolves deliberately and knowingly to tread the downward path, there are thousands who merely *sink* into it from mental and moral inertia. If we lose control of our muscles, we fall to the earth; if we lose control of our mental faculties, we fall into idiocy; if we lose control of our moral powers, we fall into evil. Weakness is the real slavery; strength the real freedom. And this strength is the ever-growing result of self-discipline. Each one may gain it and hold it for himself, for, like every other power, it grows by exercise, and no one who seeks it in all earnestness will seek in vain.—*Philadelphia Ledger.*

PARENTAL RESPONSIBILITY.

BY MRS. K. D. WIGGIN.

THE parent whose sole answer to criticism or remonstrance is, "I have a right to do what I like with my own child!" is the only impossible parent. His moral integument is too thick to be pierced with any shaft however keen. To him we can only say, as Jacques did to Orlando, "God be with you; let's meet as little as we can."

But most of us dare not take this ground. We may not philosophize or formulate, we may not live up to our theories, but we feel in greater or less degree the responsibility of calling a human being hither, and the necessity of guarding and guiding, in one way or another, that which owes its being to us.

We should all agree if put to the vote that a child has a right to be well born. That was a trenchant speech of Henry Ward Beecher on the subject of being born again; that if he could be born right the first time he'd take his chance on the second. "Hereditary rank," says Washington Irving, "may be a snare and a delusion, but hereditary virtue is a patent of innate nobility which far outshines the blazonry of heraldry."

Over the unborn our power is almost that of God, and our responsibility like His toward us; as we acquit ourselves toward them, so let him deal with us.

Why should we be astonished at the warped, cold, unhappy, suspicious natures we see about us, when we reflect upon the number of unwished for, unwelcome children in the world; children who at best were never loved until they were seen and known, and often grudged their being from the moment they began to be. I wonder if sometimes a starved, crippled, agonized human body and soul does not cry out: "Why, O man, O woman, why, being what I am, have you suffered me to be?"

As to keeping children too clean for mortal use, I don't suppose anything is more disastrous. The divine right to be gloriously dirty a large portion of the time, when dirt is a necessary consequence of direct, useful, friendly contact with all sorts of interesting, helpful things, is too clear to be denied.

The children who have to think of their clothes before playing with the dogs, digging in the sand, helping the stablemen, working in the shed, building a bridge, or weeding the garden, never get half their legitimate enjoyment out of life. And oh, unhappy fate, do not many of us have to bring up children without a vestige of a dog, or a sandheap, or a stable or a shed, or a brook, or a garden! Conceive, if you can, a more difficult problem than giving a child his rights in a city flat. You may say that neither do we get ours; but bad as we are we are always good enough to wish for our children the joys we miss ourselves.

Thrice happy is the country child, or the one who can spend a part of his young life among living things, near to Nature's heart. How blessed is the little toddling thing who can lie flat in the sunshine and drink in the beauty of the

"green things growing;" who can live among the other little animals, his brothers and sisters in feathers and fur; who can put his hand in that of dear mother Nature and learn his first baby lessons without any meddlesome middlemen; who is cradled in sweet sounds "from early morn to dewy eve;" lulled to his morning nap by hum of crickets and bees, and to his night's slumber by the sighing of the wind, the plash of waves, or the ripple of a river. He is a part of the "shining web of creation," learning to spell out the universe letter by letter, as he grows sweetly, serenely, into a knowledge of its laws.—*Scribner's Magazine.*

ARE YOU MISS FLINT?

BY AN OLD TEACHER.

"CLASS in mental arithmetic!"

Slowly the long line of boys and girls filed into their customary places on the floor, in response to their teacher's summons—even more slowly than was their wont; for the morning was oppressively warm—one of those hot, sultry days in early April, that occasionally surprise us with the suddenness of their coming, and the intensity of their unlooked-for heat.

To this cause, doubtless, was also due the unusually depressing recitation which followed, rasping the poor teacher's tired nerves to the last point of endurance. Even her most reliable pupils seemed to fail her, dragging out to their slow end the monotonous, stereotyped analysis of their several examples. If this was the case with the bright schoolars, what can be said of the drones in the class!

Clear down at the foot of the class stood a tall, awkward-looking girl, whose sallow, jaded countenance marked her as somewhat older than her companions, as indeed she was.

She stood listlestly thumbing the leaves of her book, and at the close of each recitation lifting her dull eyes to the teacher's face, in evident anxiety as to whether her turn was coming next.

But the class was large and the questions long, and the teacher, with intuitive dread, deferred the hardest case until the last, called first upon one and then another, so that the girl at the foot became indifferent, and then drowsy, even to sleepiness, until her head nodded.

"Ellen Slade may take the next question, if she has sufficiently recovered from her nap to do so!"

The sharp, incisive tone, coupled with the sound of her own name, aroused the drowsy Ellen from her stupor, and with shame and confusion she sought to find her place.

"The 24th question," said Miss Flint, still in that biting tone of sarcasm.

Having found the place Ellen mechanically read the problem, and then as mechanically proceeded to solve it. Had she been called upon earlier in the recitation, she might possibly have made a more creditable appearance; for the formula was fixed in her brain by its frequent repetition, so that she could have followed it after a fashion. But that unfortunate moment of forgetfulness had driven everything out of her mind that would have given her anchorage. She floundered about hopelessly for a few moments and then gave up altogether.

"It would seem," said Miss Flint, with withering contempt, "that your nap might have rested you enough to enable you to grasp some idea of the lesson, even if the entire class had not recited before you."

The girl colored to the roots of her hair, but maintained a respectful silence.

"I wonder," continued the teacher impatiently, "if there is a question in the book you *can* answer! Turn to the first page and see. Read the first question."

Ellen found the place and read: "'How many thumbs have you on your right hand?' One."

"Bravo!" exclaimed Miss Flint, "you quite encourage me! Go on."

"'How many thumbs have you on your left hand?' If you have one thumb on your right hand, on your left hand you will have two times one thumb—"

A shout of laughter from the whole school interrupted her, and even Miss Flint, annoyed as she was, could not restrain a smile.

The poor girl, bewildered, looked up with mute appeal. Evidently, she had not the least idea whither she was drifting.

But Miss Flint was relentless.

"Go on!" again she commanded. "We are in a fair way to learn some startling facts in science, by your peculiar mode of analysis. Pray go on."

But the discomfited girl began to realize she was the sport of both teacher and school. For a moment she tried awk-

wardly to smile at her own stupidity; then her lip quivered, and she quickly covered her face with her book, to hide the tears that would come.

With an expression of disgust on her handsome features, Miss Flint dismissed the class, and later on, at the accustomed hour, the entire school.

Weary and dispirited, she sat by her desk, resting her head in her hands for some minutes after the pupils had all gone. She was not by any means satisfied with herself or her school, during that session at least. But she was far more severe on the former than the latter. Sitting alone with her conscience, the stern monitor was reproving her for impatience and loss of temper, still more for what she now felt to be unkind abuse of a poor, unfortunate girl, when a timid, hesitating voice at her elbow suddenly broke the silence:

"Please, teacher—"

Turning quickly in amazement, Miss Flint beheld the object of her thoughts, standing by with a dipper of cold water in her hand. "Please, teacher," continued the girl, "I thought as how you must have the headache, with your head a-leaning on your hand, and I brought in some cold water for you to put on your head. I—I do so for mother when her head aches, and she always says as how it makes her feel better."

A choking sensation came into Miss Flint's throat. She was not so hard as her name. "Thank you, Ellen, you are very thoughtful," she said kindly. "I do not care to bathe my head, for it is not aching, only tired—but I am very thirsty, and the water is indeed refreshing. Thank you very much," she said again, as she passed back the dipper.

But the girl still lingered.

"Please, teacher—"

"Yes," returned the latter with an encouraging smile.

"I'm sorry I'm so dull, and I'm sorry I went to sleep; but baby brother has been sick lots o' nights, and mother was all tired out. So last night I teased her to let me take care of baby so's she could sleep. He's most always good with me when he won't let nobody else touch him. He didn't sleep none—but mother did, and I kept him quiet all night some way or 'nuther, and I s'pose that's what made me so sleepy to-day. But I'm sorry to trouble you, teacher."

Ah, whose eyes were glistening now! A great throb of remorse shot through the teacher's heart.

"Dear child," said she, drawing the girl impulsively toward her, "never speak of it again. I was very, very wrong to talk to you as I did. Had I only known—but there, it is too late now. Only I must ask you to forgive me, Ellen, for you put me to blush, with your noble loyalty to duty. Never again will I lose patience with you, however hard it may seem for you to understand." And brushing the unkempt hair away from Ellen's forehead, she sealed her promise with a kiss.

Coloring with surprise and pleasure, Ellen said softly, "Thank you, teacher," and hastened away.

The memory of that kiss and the kind words accompanying it brought comfort to the poor, neglected girl in many an hour of sadness that came to her in after years; and but for the same sweet memory, the teacher herself would have been comfortless in the sad event which immediately followed.

Ellen did not come to school that afternoon, nor the next day, nor the next. Indeed, two weeks had gone by and still Ellen failed to make her appearance.

One day at dinner, a young physician who boarded in the family with Miss Flint, remarked upon a very trying case that he had been called to that morning. It was that of a young girl whose hands had been dreadfully burned in attempting to save a younger sister whose clothing had taken fire. The sister had miraculously escaped with little injury, but the older girl had succeeded in saving the little one at great risk and suffering to herself.

"I was called to the case first, about two weeks ago, when it first happened," said the young doctor, "and then I thought the burns might heal without difficulty. But this extremely hot weather, taken in connection with the girl's low state of blood, has induced very unfavorable symptoms, so that in order to save her life I was obliged to amputate the thumb on her left hand, this morning."

"Brave little girl!" exclaimed one. "What is her name?"

"Slade, I believe," returned the doctor. "Ellen Slade."

"Why, that is my little girl," exclaimed Miss Flint, "and I have been wondering whatever became of her all

this long while. Doctor, you *must* take me to her just as soon as ever you can. I must see her!"

So it came to pass, that when poor, suffering Ellen, lying white and wan amid her pillows, the hands that had done such brave service being bandaged and placed each on a soft cushion before her, lifted her eyes to greet her physician as he came in at eventide, she uttered a cry of joy at the familiar face that accompanied him.

"I knew you would come, teacher," she exclaimed, "if you heard about it. It happened that very afternoon, after I left school."

"Yes Ellen, I know all about it," interrupted her teacher, noticing with some alarm the rising color on the girl's face, and hastening to calm her. "You are my brave, dear girl, and I have come to tell you how proud I am that I have ever known you," and stroking her hair tenderly, she bent over her and kissed her on either cheek, and then on both her poor maimed hands.

"Dear hands," she said, "that saved a little one from such a cruel death."

"Anyway, teacher," said the poor girl with a pathetic attempt at cheerfulness, more touching than tears could have been, "I guess I shall always know how many thumbs I have on my left hand!"

But the teacher answered never a word. —*Texas School Journal.*

OUR HOPE.

BY MARGARET W. SUTHERLAND.

LOWELL, in an address delivered at the 250th anniversary of the foundation of Harvard University, said: "Let it be our hope to make a gentleman of every youth who is put under our charge; not a conventional gentleman, but a man of culture, a man of intellectual resource, a man of public spirit, a man of refinement, with that good taste which is the conscience of the mind, and that conscience which is the good taste of the soul."

Often the best part of a sermon is the text, and yet the preacher feels that there is something he wishes to utter on the subject, so he is not content with simply leaving his hearers to make their own application of words of wisdom. Of what this lay preacher may say the text will doubtless be best. But with the close of the school year will ever come queries as to what has been the lasting work of the year, and what will be the highest hope for the future. "Let it be our hope to make a gentleman of every youth who is put under our charge." Has this been our daily motto? Not the mere keeping quiet for the sake of quiet; but quiet because the gentleman always regards the rights of others. A watchful interest for the moment when a kind attention can be shown to some one. Not the selfish pursuit of knowledge for the sake of attaining high per cents to put the youth ahead of others, but that the youth may become a man of culture. Culture seems in the very application that we make of the word to exclude narrowness. It draws in the breath of life from the universe, and not the compressed, vitiated air of one small room. Not one text-book represents it, then, but all that the mind can imbibe belonging to the subject presented. Sunlight of truth it must have, not darkness of ignorance; sunlight from any source, for

> Sunshine, through whatever rift
> How shaped it matters not, upon my walls
> Paints disks as perfect-rounded as its source,
> And, like its antitype, the ray divine,
> However finding entrance, perfect still,
> Repeats the image unimpaired of God.

The broader and deeper the culture of the teacher, the more lasting will be its influence upon the taught. All that books, painting, music, travel and the noblest society can do to make the man or woman more highly cultivated, will come with its sweet affluence into the school room. To give unstintedly one's best self, to make that best half ever better, is the precious privilege of the teacher.

"A man of intellectual resource"—one may say that this is a very high sonnding phrase to apply to children,—that Mr. Lowell was speaking to college men, and that it is like dressing the little boy about to put on his first trousers in the suit of his father, to use such an expression while speaking of the children in our common schools. But in the kindergarten we must as truly think of the child with a body, a mind, and a soul, as in the college in later years we must plan for his physical, mental, moral and spiritual development; so from our earliest training of the child throughout his school course must

there be some definite, unchangeable aims. One is that he may become a man of intellectual resource. Every year of observation of men and women gives a firmer belief in the truth that the danger to the soul does not lurk in the hours of labor, but in the hours of leisure; that our schools need not hope so much from training men to labor, to make a living for self and family, as from training a man so that he will seek the pleasures of the intellect rather than of the body in the hours when he is released from necessary labor. A man of intellectual resource can never say, "I don't know what to do with myself." The solution of problems, political or social, will have a fascination for him. Poetry, history, essays, will afford him delight. Science will draw him as a magnet. There will be a recognition on his part of the worth of the man of letters, not a sneering belief that "book men are of no account." He will feel what Wm. Winter so eloquently expressed when writing of George William Curtis: "The mission of the man of letters is to touch the heart, to kindle the imagination, to ennoble the mind. He is the interpreter between the spirit of beauty that is in nature and the general intelligence and sensibility of mankind. He sets to music the pageantry and the pathos of human life, and he keeps alive the holy enthusiasm of devotion to the ideal. He honors and perpetuates heroic conduct, and he teaches, by many devices of art, by story, and poem, and parable, and essay, and drama—purity of life, integrity to man, and faith in God."

Let the hearts and minds of our girls be filled with such feelings and thoughts, and there will be resources at their command which will keep them from becoming narrowed with the petty details of housework, or ruffled by the many stitches to be taken by them. Far be it from me to detract from the honor attached to work; but the woman who has no resources of the higher kind of pleasures either makes no leisure hours and wears out body, mind and soul with the endless grind of work often useless, or spends the leisure that she may have in foolish, frivolous, or spiteful talk. Open up intellectual resources to the girls of wealth and fashion. The better part of this class are chafing under the the thraldom of card parties, fashionable teas, and rounds of wearying dissipation. Make them feel even in their school-days that wealth and position entail great responsibilities.

There is another class of women who would be greatly benefited by having intellectual resources—that class so full of energy that it leads them to attend to affairs even beyond the demands of charity in an endless round of looking after others. They have one way of looking at things and will not admit that any one can see truly who does not look in the same way. They scarcely admit that any work can be done that is not carried on in the channels they have marked out. The broadening of the mind by contact with great thinkers is what these women specially need; and in the days of their girlhood that teacher who would lead them to read and enjoy the masterpieces of literature was the teacher of all others whom they should have had.

"A man of public spirit"—not one selfishly intellectual, coldly indifferent to the welfare of his townsmen or to his duties as a citizen, is what the times demand. What are our schools doing to train this man of public spirit? Some are doing their duty nobly, others regard everything as out of their province which does not appear in the course of study outlined by the superintendent, and even if anything is suggested there that is not graded in the record of daily recitation, or does not come in for its share of time in the examination, it is passed by as unworthy of attention. In one school room in which teacher and pupils were accustomed to take about five minutes each morning after the opening exercises for the discussion of current events, a visitor from the same grade of schools in another part of the city found the children entering on this work with zest, but expressed her astonishment to the teacher of the school that "she could afford such a waste of time!" What we wish to do is not only to keep our pupils posted as to important current events (and the teacher receives incalculable aid in this line from such a paper as *The Week's Current*), but we wish also to make them feel a sympathetic interest in all that belongs to the good name of the school, to the advancement of the best interests of the town or city in which they live; we wish to lead them to feel something of State pride, and to be unwavering in loyalty to the flag of their country and to all it represents. No teacher of public spirit ever

found it an ungrateful task to foster the same public spirit in boys and girls if he received them into his care before too many years of contact with teachers selfishly narrow in their interests.

"A man of refinement,"—let us seek refinement first for ourselves, and then for our pupils—a purifying from all that is coarse, vulgar, or low, in thought, speech or act, working ever towards "that good taste which is the conscience of the mind, and that conscience which is the good taste of the soul."—*Ohio Educational Monthly.*

THE ARROW.*

BY PROF. A. BALLARD.

IN his "Song of Ascents," the wisest ruler of his own, or any time, gives us what may be taken as an apt symbol of an ideally perfect education: "As arrows in the hand of a mighty man, so are children of the youth."

The rude club is no mean weapon, as "when Van Amburgh, with one in his hand, compels a tiger's ferocity to submit to his will." But rive this ungainly club into square sticks. Let the square stick be rounded, smoothed, headed and feathered. Its effectiveness is now incalculably increased. The maximum of energy is attained by this union of strength and beauty, of firmness and grace, of tough fibre and fine finish.

1. The mind must be made to grow evenly and in proportion. That is rounding and smoothing the arrow. It must be aimed with courage and decision; that is heading the arrow. It must be guided by unerring principle; and that is feathering the arrow. This trinity of training is needed to make a perfect arrow or a perfect man.

2. The barb and feather may be right, but the arrow-stem, though strong, may be ill-proportioned and clumsy. This makes an excellent weapon, and in the "hand of a mighty man" does good and brave work. This is the self-made man, with whom force and purity of purpose make up largely for the lack of the culture of the schools. It is something to have accomplishments, but it is more to accomplish. The glory of a self-made man is not that he is self-made, but that he is *made.*

3. Again, the arrow may be symmetrical, highly polished, and well-feathered, but may have a weak head. This is the man of ability, culture, and good intentions, but without earnestness of purpose and strength of will. He either sinks shattered, or flies disheartened at the first onset of error or wrong. Instead of splitting the head of the foe, the arrow's head is split and spoilt; the pitiful spectacle of superior goodness quailing before the frowning front of falsehood, knavery, or injustice.

4. Or, once more, the arrow may be straight, smooth, and well-headed, but without a feather. Then you are not at all sure of the trueness of its flight. It is more likely to miss than to hit the mark. This is the man of well-trained intellect, polished manners, and force of will, but without uprightness of principle. He is the man whom you cannot trust. He veers this way or that, according to the preponderating motive of self-interest. True principle holds this oblique tendency continually in check, causing the whole man with the full momentum of his finely disciplined power to revolve unvaryingly about the immovable axis of right.

* From a book entitled "Arrows;" or "The True Aim in Teaching and Study." This book is destined to occupy a place among the educational classics of the nineteenth centnry.—*Editor.*

THE BOSS TEACHER.

SUNDAY SCHOOL MAN WHO SECURED THE ATTENTION OF HIS SCHOLARS.

WHEN a hymn-book skimmed by his ear, it convinced Thomas Jones that the lesson for the day, however well it might fit him, was not for his class. He therefore closed his Bible, and looking them full in the face, riveted the attention of the lads with a most remarkable question.

"Have any of you boys," said he, "ever seen a dog fight?"

"Seen a dog fight?" said one of them, after a moment's astonished silence. "Yaas, all of us has seen dog fights. Why, mister, I've seen a hundred."

"When did you see the last one?"

"Well," after some hesitation, "de last good dog fight I seen was Christmas day."

"When did you last see a dog fight?" Jones asked another boy.

"Las' Sunday mornin," was the prompt reply.

"I seen one yisterday, mister," said another.

"Humby!" said the rascal that threw the hymn-book, "I was to a dog fight this mornin."

Having had the freshest experience, as was ascertained by dint of careful inquiry, the last mentioned youth was invited to describe the encounter.

"It was like this," he began eagerly. "Me'n Fred Schultz was comin up de avenue to Third street, when I heard a great yelpin' back of Joe McGaffiin's place. I run and looked fru de fence, and there was a yaller dog and a curly black dog fightin good all by theirselves. I just stuck my head inter der saloon an' hollered, 'Git onter der dog fight!' an mor'n 10 fellers come runnin out de back door, Joe among 'em, wid his apron on, an we made a ring round de dogs"—

So the story went, and every boy in turn matched it with another, brief, circumstantial and vividly told, and all commanding closest attention from the entire class.

When the last story was completed, the teacher began to ask questions after the Socratic method in some such wise as this:

"Do you like a dog?"

"What do you call a good dog?"

"What do you like best about a good dog?"

"Would you like to be a dog?"

"Would a good dog be likely to make a good boy?"

"What is the difference between a dog and a boy?" and so on.

It was a success. The boys leaned in toward the teacher, and listened intently and answered his questions freely. There was no more disorder in class No. 16. Neighboring teachers turned about in their seats and looked with undisguised astonishment and great relief. The suderintendent smiled a delighted smile.

"Don't I know human nature?" quoth he.

Before the sharp stroke of the bell announced the closing exercises, Thomas Jones had given his pupils a lesson that they never will forget on the moral nature of man, the immortality of the soul and the sinfulness and danger of sin, and had pointed them to the Saviour of the world.

"Say, fellers," one little chap observed to the others as they were going out, "say, fellers, ain't he de boss teacher?" —*Congregationalist.*

TEACH CHILDREN TO WORK.

THE TRUE SECRET OF SUCCESS IS IN THE BEGINNING.

THE first step is to accustom children from babyhood to some light task. What they have always done will seem to them no especial hardship. Teach them, as soon as you teach them anything, that "the course of this world is so governed" that every one must do his share in its work; the big folks much, the children a little; and that papa, mamma and themselves are all working together to make the home in which they live. This gives them a sense of responsibility and dignity at once.

Even a baby, as soon as it can toddle, can be trained to bring this and that to mamma in answer to a pleasant request, and a child of four or five is none too small to have the responsibility, for instance, of always keeping the sewing-room floor free of scraps. When they are old enough, it gives to the household machinery a wonderful impetus if each child has assigned to him his own particular work, to be done by him alone. To now and then call him in from his play to vaguely "help round" is no way to teach him. Irresponsible work is never well done. If one boy is expected to run all the errands, another is knight of the coal-scuttle, another has the charge of the flower beds; and if the girls are severally given the care of the lamps, the silver, or the dishes on the dreaded "Thursday out," the children will know exactly where they stand, and both work and play will receive proper attention at the proper time.

And, if possible—I know it will not always be so—do not punish for non-performance of work, nor take up the dropped stiches yourself, thus obscuring to the small delinquent's vision the purpose of his work. Let the undusted room, the drooping plant, the unmended frock, speak for themselves, and show that when the hand is removed from the throttle the engine stops.

Giving active, impatient little hands tasks without an object is a species of torture which has doubtless suggested to the rebellious little worker the story of the wicked old witch who forced the beautiful persecuted step-daughter to empty a pond with a sieve, or called forth still more odious comparisons with the per-

sonage whose ruling passion is supposed to be employing idle hands. Work should not only have an end, but an end which interests the children. This is why they abhor patchwork quilts, but are willing to dress dolls; and it is why, even to boys, if taken at the right age, the kitchen is a most attractive spot. They can see the result of their industry when their lop-sided biscuit comes triumphantly brown from the oven, or they can proudly announce at the table, "I pared those very potatoes we're eating!"

Nor will the mother who is loving, as well as wise in her generation, give long tasks. Not only children's interest, but their strength, flags quickly, and a very little work should be given at a time. Edward Everett Hale, who understands the sort of stuff we are made of, has declared the human mind to be incapable of giving sustained attention to one object for more than two hours. Reduce the dose for children, and you will realize why the little one, who a short while ago was all activity, is now actually exhausted over the long, white seam or the apparently bottomless wood-pile.

Besides, they will rush and hurry through a long piece of work, which is fatal to the idea of perfection that must ever be held up before them. Our object is not the completion of that especial task, but to teach good workmanship. Better only ten stitches, neat and straight and small, and then a happy child skipping out to play with a good conscience, than a whole seam, whose stitches resemble the traditional flock of sheep jumping over a gate, and which represent tears, sighs and slipshod work.

Insist on the work being done, not of course as well as it can be done, but as well as you know that particular child can do it. The constant temptation, glancing from a badly-performed task to the beloved little culprit, is to say: "Well, you can leave it now, but do better next time" He will not do better unless he knows nothing but his level best will be accepted.

Some careworn mother sighs that "it is easy enough to talk, but every one knows how discouraging an undertaking it is to break in a child to work." If every one knows it, it is because every one puts off the evil day of "breaking in" until too late. There is, as every parent and teacher has noticed, a "lazy age," beginning at ten or twelve years and continuing indefinitely, during which the mischievous brain of Miss or Master Indolence may be active enough, but manual labor is abhorrent to the soaring young soul. If he has not been taught work before, no use to begin now. You might as well try to draw out leviathan with a hook. It is between the ages of four and ten, when he is, it is true, most "a bother under foot," but when he is also all activity, bustling importance and eagerness to help, that the favorable tide in affairs is to be taken at the flood.

One rule—early adopted in the career of industry to which we reluctantly dedicate our children — will save much hatred, malice, and all uncharitableness: Don't, if you can possibly avoid it, call a child in to work from his play. We have an arrogant, grown-up notion that children's play is an inconsequent affair, in which an interruption more or less does not matter—an utterly unjust and mistaken view. Play is as necessary to them as work, and should not be unnecessarily interrupted for our selfish convenience. Indeed, the danger is ever present that we may lose sight of the fact that they work for their own ultimate good, and not for our present ends.—*Louise Betts Edwards, in Phila. Press.*

OVER-EXERCISE.

UNDOUBTEDLY we have a generation now coming forward who are larger, stronger, and in every way healthier than their predecessors were. The young boys are broad-shouldered, deep chested, long-limbed; they can swim and dive and row and leap and ride and carry themselves like Olympian wrestlers. The young girls are tall and well-rounded, with clear skins and courageous movement—creatures of wholesome life, fit mates for the young athletes. In spite of this, every now and again a paragraph goes the rounds of the papers asserting the decrease of the human stature at such a rate that a little calculation on its figures would show that men's heads must have been a long way above the ground some few thousands of years ago, and that a few thousands of years hence they will be no more than level with it. Without any calculation, however, the palpable refutation to this is the fact that the suits of armor in the Tower of London are in every way too small for the modern

man, and that in the greater number of instances, among those whose course of life has not been deteriorating, the sons and daughters improve upon the size and endurance and physical ability of the mothers and fathers. Much of this improvement is due to the greater care concerning the food of children in the present generation, the larger and better-prepared amount of nourishment that they have, owing to the perfection of the treatment of the various cereals, the refrigerating cars that bring meats from a distance in season and out of season, and the great cheapness and quantity of the fruit to be had. Much also is due to the more particular care exercised as to habits of personal cleanliness, of health, of warm under-clothing, of dry feet in thick boots, and of the attention paid to each function.

The day when the young woman went out in wintry weather with French kid slippers on, and wore a short-sleeved and low-necked white cambric frock under her red broadcloth cloak, has gone forever. The clumsy old India-rubber was a great missionary and life-preserver when it came; it has been refined to a thing of comparative elegance, and has gone on doing its beneficent work; and rubber boots and coats and overalls are not confined to boys, but in them girls also can brave all weathers. With all this have come the athletic exercises in gymnasiums and elsewhere, which give both boy and girl full control of their bodies, and all the delight of conquering space and air and water too, in swimming and vaulting and riding and the rest. Undoubtedly the athletic sports pursued under competent teachers have done wonders for the children; they have strengthened their limbs, straightened their backs. opened their chests, set the blood to spinning swiftly, made good flesh and supple muscle. Athletic exercise has done all this for girl and boy alike, when pursued properly and not carried beyond bounds; but carried beyond bounds, it has produced just the contrary effect —weakened the heart, made the muscles useless, and broken down the constitution.

The president of one of our foremost universities lately declared that the young men who came to college with any great athletic record already won while at the preparatory schools very rarely achieved anything further; they had expended all their power while growing, and were good for nothing more, either in the boat or at the bat or the ball. Such a statement from a person of experience and observation ought to bear great weight with those who have the health of the young in their hands, and cause them to see that this delight in overcoming obstacles does not go too far, since that course not only tends to defeat in their larger athletic ambition a little later, but evidently to the degeneration of the physique. If this is so, the ladies' days at what are called the sports, when mothers and sisters and sweethearts are invited, and the best is set before them in the running high jump, the somersault, the pole vault, and the like, witness efforts that may result only in harm. If any one doubts this, he has only to see boys fainting, breaking a limb, and spraining a back, to be sure of it.

Nothing, for instance, short of the riderless race of the horses decked with colored ribbons on the Corso, can be prettier than a team-race among the boys at any juvenile athletic exhibition, all as alert, as full of fire and spring, as the young horses are, relays of racers waiting ready to spring into the others' places, and flying forward to the goal. But when one boy falls fainting before reaching the line, and another falls and is lifted across by his mates who rush to his assistance, every parent present trembles for his own boy, and feels that it should need no words to convince him that while normal exercise is a good thing, over-exercise is a deadly one.—*Harper's Bazar.*

DISTRICT SCHOOLHOUSE.

WHAT CAN BE DONE IN IT, IF NEED BE, FOR TEN DOLLARS.

WHEN I got my school I found it had been built seven or eight years, and nothing had been done to it since that time. The directors were busy farmers, and unless I went to work, no one was likely to improve matters. They were willing to pay for the place being cleaned up, but had no time to see about it.

On the first Saturday, with the help of one of my bigger boys, I kalsomined the ceiling and four walls; and at intervals during the next two weeks painted (two coats) the base-board. This was three feet high and we painted it a bright brown, with a black moulding at the top. The window frames, sashes and so on, we painted two coats of white.

The next thing was the blackboard, which was of paper, and hung like a sash; we took it off and with strong paste thickened with glue, fixed it solid to the wall. Between the windows we sand-papered the walls and made three small blackboards each four feet by three feet, and put a neat moulding around them. These were well coated with slating, and a good coating given to my old blackboard, which was eighteen feet long. I then made three neat shelves and painted them for my books, stencils and various apparatus. There was no window over the door, only a dirty piece of old board, which for *seven years* had let in the rain. I covered this with stout paper, painted it, and put around it the moulding that I had to spare from my blackboards.

In wet weather a ladder was always laid down to the door; I made a roadway, and a platform three feet wide, so that no one need walk through the mud; also I fixed a scraper outside the door.

The outhouse doors had neither proper hinges nor fastenings. I took them off the hinges and made them open and shut properly.

The yard had never been cleaned up. I collected five large heaps of chips, broken bottles, cups, spoons, covers of readers, and I do not know what besides. The wood was all neatly piled, and great heaps of odd pieces of wood gathered up, which was too good to burn with the rubbish.

No one would know my school now, and it has cost not quite $10, of which nearly $4 was in connection with the blackboards. To-day I laid out two large flower-beds, and have secured a lot of flower seeds and also a promise of enough trees to plant all around the school-yard.

It is quite a new idea to the people for a teacher to take all this trouble. It might have been done years ago.

There was neither globe nor dictionary in the school. Both have been bought for me since I came. What is the result of all this? Does it pay for the teacher to spend so much of his time over it? Yesterday I was told by the mother of one of my boys, "Last year I had a dreadful time getting my boy to school, as he used to cry every morning; but now he is always ready by half past seven."

I have boys who used to be from half an hour to an hour late every morning last year; they have never been late once with me. In fact, I have only twice had a boy late, and each time he had more than two miles of mud to walk through.

I have boys who used to get the "strap" nearly every day, not only last year, but before that; the strap has not been out of the desk since I have been in school.

This has been done in two months, but of course I have had the help of the children all through. I had one or two rough boys, but now that they have a horizontal bar, baseball, quoits, and other gymnastic exercises, their high spirits are directed into proper channels.

The children all say, "it is twice as nice coming to school now, everything is so clean and nice." I found that a wash-stand, basin and towel were highly appreciated by the youngsters. If it had taken twice as much time as it did, I would have willingly sacrificed my leisure. I can do twice as good work, as everything is in good shape now.—*The School Journal.*

THE LAZY BOY.

THE task of the teacher is a trying one. It tries his patience in a hundred different ways. He has so many different characters with which to deal, that it requires his study to know just how to develop each in his mind and character. One of the vexing characters with which the teacher has to deal is the lazy boy. But when we consider that many of our most successful men while in school were lazy, but by aid of faithful parent and teacher, or other means, it was overcome, it is the more encouraging to the teacher to be faithful to his trust. We give the following, which may lend hope to many a weary and oft-tried teacher:

So great a man as Sir Isaac Newton was lazy when he was a boy. He was entirely satisfied to remain at the foot of his class at school, until in a quarrel with another boy above him, he received a kick which so angered him that he not only gave the fellow a severe chastising, but actually set about learning his lessons, so that he might get above him and thus force him to the foot of the class. From that time on Newton was a great student. His fame is world-wide.

Sometimes a mother's love and tears seem to be the only thing that will rouse

a heedless, sleepy boy. The lad who afterwards became Lord Chief Justice Marshall, was utterly lazy and do-less in school. He would not learn his lessons. Do what his teachers would, he remained the drone of the school. His mother coaxed him, pleaded with him, bribed him, but all to no purpose. On one occasion, after vainly striving for a long time to have him commit a few lines to memory, she gave up in despair, and, overwhelmed with grief, cried, "My son is an idiot, as I have long feared; he cannot learn. O my son! my poor, unfortunate son!"

His mother's suffering aroused him. "I can learn the lesson, mother, and I will—see if I don't." Now that he was awake the lesson was quickly learned, and from that day forth he ranked well up with the best, and finally attained to great eminence.

The famous Dr. Johnson was noted for his habit, when a youngster, of putting off all disagreeable things to the very last moment, and then putting them upon others, if possible. He would do the most ridiculous things. He made it his business, for instance, to touch with his hand every post and corner of the fence as he passed along the streets, and often had a troop of boys at his heels. He would not study, but his memory was so excellent that he managed to pull through." His chief delight in winter, at one time, was to have a rope tied around his body and then be whisked around on the ice and in the snow by his rollicking schoolfellows. He awoke in due time and conquered a most enviable reputation.

Arthur Wellesley, afterward the Duke of Wellington, was a lazy, lounging lad at school, who spent much of his time in watching and criticising the games of others, but seldom taking part himself. He was goaded one day into a game of marbles, but was soon detected in stealing his playmate's "alleys." The boy's big sister chastised him for it, and compelled him to give up his plunder. Soon after this he got into a fight with a big brother of Sydney Smith, and whipped him unmercifully. In after years this same Robus Smith claimed that he was the Duke of Wellington's first victory.—*Southland.*

Hark! how the rolling surge of sound
Arches and spirals circling round,
Wakes the hushed spirit through thine ear
With music it is Heaven to hear.—*Holmes.*

FORESTRY IN UNITED STATES.

"BRADSTREET'S" says: "The recognition of the need of a more definite and comprehensive policy looking to forest preservation does not date back farther than two decades or so." Mr. B. E. Fernow, Chief of the Forestry Division of the Department of Agriculture, puts the acreage of groves originated under the Timber Culture law of March 3, 1873 (repealed in 1891), at about 2,000,000 acres. He thinks that the establishment of Arbor Days throughout the States has been as stimulating as any other measure, as calling general attention to the subject, although not perhaps productive of much economic planting except in the treeless States. The American Forestry Congress, at Cincinnati, in 1882, was convened as the result of certain statements made by Baron Von Steuben, a Prussian forest official. Under its influence State Forestry associations have been formed in several States, foremost of which is the Pennsylvania association. Horticultural Societies and Agricultural Colleges have of late years done much in the same direction. He regards the act of March 3, 1891, establishing forest reservations in the public timber lands, as a most important step and likely to commit the government to a sound forest policy. Under that act no less than fifteen large timber reservations have been created. The Sierra, in California, includes over 4,000,000 acres; the San Bernardino, 737,000; the San Gabriel, over 550,000 acres, and the Trabuct, nearly 50,000 acres. In the State of Washington is the Pacific reservation, over 967,000 acres; in Oregon, the Bull Run, 142,000; in Colorado, the White river, 1,198,000 acres; the South Platte, over 683,000; the Battlement Mesa, over 858,000; the Pike's Peak, 184,320, and the Plum Creek, 177,700. Adjoining Yellowstone Park is the Yellowstone reservation, 1,239,040 acres. In New Mexico is the Pecos river, 311,049. In Arizona is the Grand Canon of the Colorado, 1,850,000. In Alaska is Afognak Island. Temporary forestry commissions for specific purposes have been appointed in several States, of which he thinks the Maine commission, whose report on forest fires resulted in the adoption of the Maine forest-fire law of 1891, represents the best work. On this subject, Feiix L. Oswald has an article in Lippincott's Magazine (September):

"In Western Europe, where forest-culture has been carried to the perfection of a systematic science, wood fires have for years been prevented by safety clearings —broad lanes, cut through the park-like forests in every direction. The curious fact that in East America forest fires have become more destructive since the total area of woodlands has been reduced, may be attributed to the increasing frequency of droughts which a hundred years ago were almost unknown. The chief proximate cause of forest-conflagrations, however, is the preposterous practice for burning the underbrush to 'keep up the range,' as the squatters of the Southern Alleghanies call it—*i. e.*, to promote the growth of a few dimes' worth of pasture-grass, at the risk of sacrificing millions of dollars' worth of fuel and timber.

"That danger, at least, will be greatly diminished by the progressive appreciation of the long-underrated indirect value of forest-trees. 'No forest without culture; no culture without forests,' is the motto of a Pennsylvania Arbor Day association, and the farmers of the East American mountain States would do well to imitate the example of the California ranchers who have organized special vigilance committees to save the woodland of the southern Sierras by the prevention of pastures-fires."

"INASMUCH."*

A HIGH SCHOOL "HELPING HAND."

THE teacher's life is an exacting one. Even when well prepared for the profession, it takes the greater part of the time to do his work in the schoolroom creditably. None of us care to be merely teachers; we wish to be well-rounded men and women; we need the culture of good society, and to be interested and engaged in the active duties of life. Most of us are interested in benevolent work. To give a stated amount for charitable purposes is a good thing, but does not cover one's full duty, which includes personal contact, the giving of the better part of ourselves. If, in addition to the work laid down in our courses of study, we could give our pupils some training in social affairs, in refining amusements, and in those duties arising from their relations to others, there might be more of an "all-round" development for the pupils, and the teacher could feel, not that he belongs to a profession whose arduous duties forbid active citizenship, but rather that he is a sharer in good work in society. We have had so much pleasure in the application of this theory to benevolent work that I venture to give a brief description of it.

For several years we have had a Helping Hand Society in our High School. The object of this organization is to interest teachers and pupils in those less favored than themselves, and to render such aid as the circumstances warrant. The city has a long-established and efficient society, whose officers have had experience and to whom we apply for advice. Our plan is very simple. At the beginning of the fall term we promise to give a certain amount for the ten months of the school year. These amounts vary from five to twenty-five cents a month. Pupils are asked to make their contributions from their spending money, to let them represent self-denial, and to economize that they may be able to give more. The officers are elected from the different classes, and consist of a president, vice-presidents, secretary, and treasurer. These, with the collectors, form the executive committee. The treasurer pays out the money, keeps the accounts, and at stated intervals gives an account of the financial condition of the society.

In addition to the money contributions, it is easy among so many to provide clothing in good condition, which may be distributed as it is needed. Cases requiring assistance are reported to the Society by pupils, parents, or the City Helping Hand. These are investigated, and action is taken by the Executive Committee. As much as possible we encourage visiting the families that we assist. One visit to a family in real distress is a powerful object lesson. It is surprising how much we have been able to do, how little time it takes to manage the Society, and how gratifying the results are. At first only the High School engaged in this work, but two years ago some of the other grades organized Auxiliaries, elected officers, and raised contributions, which were sent to our treasurer. These have become a permanent

* This remarkable paper from a "Teacher," which will be read by some through the mist of tears, makes no mention of locality, but we know that the school referred to is the High School of Titusville, Crawford County, Pa.—*Ed.*

part of our organization, and contribute much to its usefulness.

Our happiest time is the Thanksgiving season. As this festival approaches, pupils are reminded of the loaded tables around which they will be seated, of the luxurious abundance of which they will partake, and that there are many in our city who will have scanty fare unless some effort is made to relieve their wants. The Bible lessons in the morning exercises are appropriate to the occasion. "Inasmuch as ye did it to the least of these, ye did it unto me." Young people's hearts are easily touched. The thought that any of their neighbors may go hungry, when they have so much, moves them to active exertions.

Last year, over forty dinners were distributed the afternoon before Thanks giving, and real Thanksgiving dinners they were too. These are special donations, are not supplied from the regular fund in the treasury. Names and addresses of those needing assistance, if not already known to the society, are furnished by responsible persons. While the pupils are advised to contribute plain, nutritious food, I am glad that in this case the teacher's authority is in a measure disregarded. Turkeys, chickens, celery, cranberries and fruit, form a part of the bill of fare. Butchers and grocers wax generous, and our funds go farther than we dared to hope.

The materials for the dinner are sent to a central part of the city, and wagons for the distribution of the baskets are fur nished by the pupils. The committee is enlarged to meet the requirements of the day, and a happy, busy time the workers have. We all wish we could share in the packing and distributing of the baskets, but only a fortunate teacher or two, the officers, and members of the committee can be spared, for the regular routine of the school must be continued. Nevertheless the loving spirit of the day is felt in all the departments. Two years ago the principal of one of the ward schools sent word to our society that her pupils wished to help us with the Thanksgiving dinner. The offer was gladly accepted. They were unable to contribute money, but when the potatoes and other vegetables, the canned fruit, pies, and bread came pouring in, the question was asked, "What can we do with it all?"

We begin our work in the Helping Hand this year under circumstances unusually favorable, and we hope to perfect our organization and extend the work in different directions. We are already making our plans for Thanksgiving. A hard winter for the poor is feared; many are without work, and the capacity of our Society will undoubtedly be taxed to the utmost. As to our work in the past, we hope that we have done some good to others; we know that we have done good to ourselves.

SCHOOLS AND THE APPROPRIATIONS.*

ADDRESS BY JUDGE MCMULLEN.

THE common schools are the nurseries established by the State for the rearing of its future citizens to lives of usefulness and honor. A full, conscientious and successful discharge of the office of teacher in them comprehends more than the routine hearing of recitations in the ordinary branches of the common school curriculum. It includes the awakening of thought and a desire for knowledge, and the implanting in the minds of the pupils, with their daily lessons, ideas of conduct and morals that will tend to make their lives better and purer as their knowledge increases and their intellect expands; and no agency so far devised is better calculated to awaken in the minds of the teachers a realization of the dignity and responsibility of their profession, to increase their enthusiasm in the cause, and to inspire in them higher ambitions and loftier ideals, than comparison of views and methods, the discussion of the various problems which arise in the progress of educational ideas, and the association with others in the same calling, for which these Institutes give the opportunity.

We have had assembled in our midst during the present year a number of bodies of men and women in various enterprises, such as missionary societies, Christian Temperance Unions, Christian Endeavor Societies, Sunday-school Conventions and others, all devoted to the elevation and reformation of humanity; and all of them, without exception, in discussions as to the most effective way

* From an address by Hon. David McMullen, President of the Lancaster School Board, before the Lancaster County Teachers' Institute, Nov. 13th, 1893.

to accomplish their benevolent work, base their chief hope on reaching the children of the land through the medium of the common schools. We have already, as a result of their efforts in this direction, the statute recently enacted, making it compulsory to teach physiology and hygiene with special reference to the effect on the human system of alcoholic drinks, stimulants and narcotics, and they came near giving us at the late session of the Legislature a compulsory education law. Whether such legislation be considered wise or otherwise, the effort made to secure it emphasizes the fact that all thoughtful people who are striving upon different lines to improve the condition of humanity recognize the fact that in the common school, as regards the great mass of the people, must be laid the foundation upon which alone can be successfully reared the superstructure of moral worth, integrity and self-respecting manhood, so essential to the development of good citizens and useful members of society.

If, as a great advocate of universal education has said, "an uneducated ballot is the winding-sheet of liberty," then there can be no other office so directly bearing upon the perpetuity of our free institutions as that of the teacher of the common school.

The idea of universal education is steadily and rapidly gaining ground with the people of this Commonwealth. A brief glance at the legislation on the subject will illustrate this.

The original idea of common schools was to provide only for the free education of the poor. The constitution of 1790, as that of 1838, directed that "the Legislature shall, as soon as conveniently may be, provide by law for the establishment of schools throughout the State in such manner that the *poor* may be taught gratis;" and as late as 1851 it required a decision of the Supreme Court to settle the fact that a law providing for the establishment of schools for all who might choose to attend them was not unconstitutional.

When our present constitution was formed, in 1873, the framers of it made the provision emphatic that "the General Assembly shall provide for the maintenance and support of a thorough and effective system of public schools wherein all the children of this Commonwealth above the age of six years may be educated;" and for fear that the Legislature might not carry out the mandate in a sufficiently liberal spirit, they added this clause, "and shall appropriate at least one million dollars each year for that purpose." This seems to have been somewhat in advance of the Legislative mind, and that body, for the succeeding years up to 1882, while making the annual appropriation of $1,000,000, in obedience to the requirements of the fundamental law, carefully provided that County Superintendents' salaries and an annual allowance to Normal Schools of from $20,000 in 1874 to $32,000 in 1882, should be paid out of this fund.

In 1883 a more liberal spirit began to pervade the lawmakers, and from that time until 1886, both years inclusive, the County Superintendents and Normal Schools were separately provided for, and the $1,000,000 went to the common schools without deduction. From 1886 a new start seems to have been made, and for the years 1887 and 1888 each one and a half millions were appropriated. For the years 1889 and 1890 the amount was raised to $2,000,000; for the succeeding two years $5,000,000 a year was allowed, and the last Legislature appropriated for the years 1893 and 1894 the magnificent sum of five and a half millions.

These figures show that the people of the State have a rapidly-growing desire for more efficient education. The desire of the people for anything can be pretty accurately measured by their willingness to pay for it; and having within a few years more than doubled their appropriation for schools, they will look to the districts and the teachers for a corresponding improvement in the work accomplished. How to secure such improvement is a proper subject for consideration in Teachers' Institutes. It will probably be sought for through the medium of longer school terms, better school facilities, free textbooks, higher wages, and, let me respectfully suggest, higher qualifications and greater permanence in the teacher's profession. Long terms, good buildings and apparatus are very essential, but a vastly more important feature is a thoroughly competent teacher.

I am well aware that salaries of eighteen, fifteen, and even less than thirteen dollars a month, such as prevailed in some districts in the State during the year covered by the last published annual report of the State Superintendent, are not great inducements for laborious and

costly preparation for a permanent profession; but, happily, such districts are few. High-grade certificates in most districts of the State command fairly remunerative wages, and it seems to me worthy of consideration whether the time has not come when the suggestion of the late State Superintendent should be acted upon, and either the standard required for provisional certificates be raised, or the number of such certificates that may be issued to the same person be limited. Some such provision would tend to eliminate from the ranks of the profession many unworthy teachers, increase the demand for the well-qualified, and be a long step in advance in the cause of better education.

LATE AT SCHOOL.

As the first of January is in all departments of life a time for making new resolutions and new beginnings, so in the life of the teacher is the opening of the school year an excellent time to put into operation new plans conceived for the welfare of this little kingdom. The foremost aim of all good teachers is to begin well, for well begun is half done. Not only should the year itself be begun well, but during the first few weeks it should be the constant aim of every teacher to see that her pupils are beginning to understand that she expects them to be in their places promptly every morning and that tardiness will not be tolerated. No school can attain the best results if the children are allowed to begin their work at the hour that may prove most convenient to themselves. Once the habit of tardiness is formed, it is very difficult to overcome, hence the necessity of using the utmost care to prevent its being formed. So many have at this season new classes and new schools to work with that our opportunities are excellent, and there can be but small excuse for us if we allow the habit of being late to grow to any great proportions in our schools.

Let the children see from your manner that you do not intend to tolerate tardiness on the part of any pupil. Oblige them always to bring you a written excuse from their parents when they come to school late. Never allow them to come into the school-room and take their places with the rest of the children until they have explained to you the cause of their tardiness. Accept no trivial excuses without letting the offender understand that you do not expect a repetition of the offence.

If possible, create a friendly rivalry between your school and some other school in the same town in this matter, and have reports given at stated intervals. Create a feeling among the pupils against tardiness, and then the problem is solved. Once this feeling is well established, note the look of disdain that will greet the occasional late comer as he enters the room. Teach the children to come to you to be excused before the school begins, if they are obliged to go on an errand and fear that they cannot return in time for the beginning of the session.

Perchance you may find an individual case that can not be reached in the way mentioned. If so, there will doubtless be some equally simple way of dealing successfully with it. Some work may be found that the child likes to do before school, and that will assure his presence in the room on time. A kind talk with a careless parent may be all that is needed. At any rate, convince yourself that you are doing your best to prevent tardiness, and in most cases it will in consequence cease to be a drawback to your school—*Southern Ed. Journal.*

SLATE BLACKBOARDS.

Whatever threatens harm to the eyes of pupils in the school room, should receive careful attention. Dr. George G. Groff, of Bucknell University, a member of the State Board of Health, writes *The Journal* as follows:

Attention has been called to the fact that light is reflected from the surfaces of slate boards in an injurious manner. One City Superintendent informs the writer that he has been compelled to lessen the amount of work to be copied from the board. A County Superintendent writes that he cannot sit in a certain high school, without experiencing painful sensations, if he faces the slate boards.

Have other teachers observed the same? Is a slate board more trying to the eyes than slated surfaces? Is a slated surface to be preferred to a true slate board?

Will not Superintendents and teachers who care for the general health of the children in their charge, and especially for the eyesight of the children, communicate with the subscriber in reference to this matter? Answers to the questions are earnestly solicited. Address

Dr. Geo. G. Groff,
Lewisburgh, Pa.

THE SPELLING PROBLEM.

AT a recent teachers' examination, a certain would-be teacher wrote the word "thare" five times and the word "watter" twice in giving one solution. Of course, this young lady was not "divinely gifted with the spelling inspiration;" nevertheless there was something wrong in the very foundation of her education. If her teacher had done her work well, away back in the primary grade, she would never have been allowed to leave the first reader until she could spell "there" correctly, no matter how well she read. Just here is where so many teachers fail in foundation work.

It is partially a fault of modern methods, too. With true characteristic American rush, we hurry through the learning of new words without taking time to observe their spelling. By so doing we entirely overlook the training of the power of observation, and thus lose the use of the only faculty which can teach us to spell. In these days, when speed is the ruling spirit in all branches of business, the temptation is great to allow pupils to learn to read without paying much attention to the spelling. Reading can be so rapidly acquired in this way—but at what a cost! Upon the primary teacher, and upon the primary teacher almost wholly, rests the responsibility of poor spelling.

For the first two or three years of school life, reading and spelling should be kept even. Experience teaches that we can do this without injury to good mental development. By insisting upon this we unconsciously develop the habit of observing words, not altogether as a whole but as to the letters used in their formation; and the habit thus formed will cling through a lifelong education. This is no detriment to good reading, and as new words must be acquired more slowly, the second and third readers may not be reached so soon as we could desire; but when they are reached, there is the satisfaction of knowing that the foundation has been well laid. No word should be considered *learned* until it can be spelled orally, and written and pronounced quickly at sight. If you will insist upon this, you will soon find how well thoroughness pays.

The use of words in written exercises is another help that should be required daily after pupils reach the second reader, if not before. If you have time for oral language lessons, to be followed by written exercises, so much the better. If you are a busy teacher, with a room full of restless hands and eyes to keep busy, the written work must be arranged to take as little of your time as possible. For such cases I know nothing better than the language tablets published by the American Book Company. The lessons are all prepared, and require but little explanation from the teacher. If you are looking for something of this kind, send for Nos. 1, 2, and 3, and select the one suited to your class. They cost 10 cents apiece, and each pupil should have one. Each lesson should be written on the slate once or twice before copying in the tablets. This gives opportunity for correcting from memory the errors of the preceding day. There is no factor which enters so largely into the acquirement of good spelling as this daily practice in the use of written words.

Western School Journal.

A WISE DECISION.

YEARS ago a young man, working his own way through college, took charge of a district school in Massachusetts during the winter term. Three boys especially engaged his attention and interest. They were bright, wide-awake lads, kept together in their classes, and were never tardy. One night he asked them to remain after school was dismissed. They came up to his desk and stood in a row, waiting, with some anxiety, to know why they had been kept.

"Boys, I want you to go to college, all three of you," said the teacher.

"Go to college!" If he had said "Go to Central Africa," they could not have been more astonished. The idea had never entered their minds.

"Yes," continued the teacher; "I know you are surprised, but you can do it as well as I. Go home, think it over, talk it over, and come to me again."

The three boys were poor. Their parents had all they could do to feed and clothe them decently, and allow them a term of schooling in the winter. One was the son of a shoemaker; another came from a large family, and the farm that supported them was small and unproductive.

The boys stood still for a moment in pure amazement. They then looked at

each other, and around the old school house. The fire was going out in the box stove. The frost was setting thick on the window panes. As the teacher took out his watch, the ticking sounded loud and distinct through the stillness of the room. Nothing more was said, though the four walked out together.

The third night after the conversation, the boys asked the "master" to wait. Again the three stood at the desk; one spoke for all. "We have thought it over, sir, and we have talked it over, and we have decided that we will go."

"Good," said the teacher. "You shall begin to study this winter with a college course in view."

Twenty years later two of the boys shook hands in the state capitol. One was the clerk of the house for eight years, and afterwards its speaker. The other was president of the senate. The third boy amassed a fortune in business.—*Christian Register.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, DECEMBER, 1893.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

N. C. SCHAEFFER. - - - - J. P. McCASKEY.

A YEAR ago last summer sixty men and women from all over the United States and Canada, came together at Clark University, Worcester, Massachusetts, for the study of psychology and pedagogy in their advanced forms. Much time was spent in discussing the study of children. During the sessions of the Educational Congress at Chicago, the room in which the study of children was discussed was crowded to overflowing for three days. The feeling was general that some measure should be taken to bring the people interested in the subject into more intimate working relations. A committee of three was appointed to draft a plan of organization, and their report was adopted the last day of the sessions. The President of the society is Dr. G. Stanley Hall, President of Clark University. The society will hold one annual meeting at the same time and place as the National Council of Education, or a day or two before the meeting of the National Educational Association. At this annual meeting, reports will be presented from members in different parts of the country, and an effort will be made to unify the work of the year.

The officers of the Association formed an executive committee which is to issue a suggestive syllabus as soon as possible after each annual meeting to the members of the society, and which is to arrange for a central bureau of exchange to facilitate the massing of materials in the hands of those who wish to use them. To provide a small fund for printing, an annual fee of two dollars is to be paid by each member. The preliminary announcement and the registration card can be obtained by addressing the Department of Public Instruction, Harrisburg, Pa.

THESE are interesting school statistics: The cost of instruction in the Prussian Seminaries for the training of teachers amounted last year to 4,944,481 marks, or (counting four marks to a dollar) $1,236,120.25. Of this sum the State contributed 3,361,445 marks, or $840,-361.25. One person in 2,764 was preparing to teach, or about seven times as many as there are positions to be filled. The total number of children of school age in Prussia was 5,401,566. Of this number over 91 per cent. attend the public schools, and 7¼ per cent. attend private schools. One and a half per cent. do not attend school, but receive regular instruction. About one-fifth of one per cent. are kept out of school on account of disorderly and vicious conduct; and only one-fiftieth of one per cent., or 945 in all, are kept out of school contrary to law. Pennsylvania has about one-fifth as many children at school, about one-third as many teachers, and the cost of tuition per pupil is one-seventh more than that in Prussia. The want of a school census prevents a comparison of the number of children out of school. Without doubt one could find many times 945 children of school age out of school in Pennsylvania.

MORE than one hundred teachers of Lancaster county, as reported at the

recent session of the annual Institute, were in attendance at the World's Fair during the past summer. This means at least fifteen hundred miles of travel for each of these teachers who visited the White City, at more or less expense in addition to the railroad fare. They could have made no better investment of time or money. We agree with the State Superintendent of one of the Western States who advised his teachers: "If to any intelligent teacher the choice lies between a year at the State Normal School or a month at Chicago this summer, *go to the World's Fair.*" It would be very interesting to know how many teachers of Pennsylvania were at the Fair. Cannot the Superintendents of the different cities, boroughs, townships and counties, give us the figures from their respective localities?

WHAT with Chatauqua circles, University Extension, and Columbian Expositions, object-lesson methods of teaching are coming to the front at a rapidly accelerated pace, and taking on new and expanding forms of application. Many instances of this could be given from recent developments, and we see it stated that next summer a class in American history in the University of Pennsylvania will be taken, in charge of their professor, over the ground from Boston to Philadelphia, visiting every battlefield of the Revolution en route, and studying those memorable campaigns on the spot, thus getting a personal and ineradicable knowledge of the subject that the printed page could never impart. This is a charming innovation. What Normal School or College student would not be delighted to study history in that way, especially as they will not be called upon to encounter any of the hardships or privations to which our Continental armies were subjected in the brave days of old.

TWO venerable men. In Philadelphia, on Saturday last, we were looking through the libraries in search of music periodicals of forty years ago. At the Philadelphia Library, corner of Locust and Juniper streets, while we did not find the thing looked for, we did come unexpectedly upon Prof. Jas. G. Barnwell, who was well known in the Philadelphia schools some forty-five years ago, and whose name we knew as one of the secretaries of the Pennsylvania State Teachers' Association at its organization in Harrisburg forty years ago. We thought that nearly all the men of that era had left the scene, but here was Prof. Barnwell, hale and hearty, and the active Director of a great public library. The noon and afternoon of the same day we spent with Hon. Henry C. Hickok, at the wonderful chrysanthemum show on Broad street and the concert of the Imperial Austrian Band in the Grand Opera House, For an old gentleman who, thanks to his native grit and the skill of the oculist, can say literally, "Whereas once I was blind now I see," he is a remarkable man, quite an "old boy" indeed, with the keenest capacity for enjoyment. Of men now living we rate him first and highest upon the list of distinguished citizens whose privilege and pleasure it has been to confer lasting and ever-cumulative benefit upon the State of Pennsylvania. His work was done at a formative era in the history of the common school system, the most valuable and important interest of the Commonwealth.

THE promotion of Judge D. Newlin Fell from the Common Pleas bench of Philadelphia to the Supreme Court of the State is a gratifying compliment to the educational policy of Pennsylvania, Judge Fell having been one of the early graduates of the State Normal School at Millersville. His election to the Supreme bench is a high tribute to his Alma Mater. Another shining common school man is Judge John Dean, of Blair county, also of the Supreme Court, who is said to have been one of the most intelligent, judicious, and successful County Superintendents the State has ever had. Our common school system can hold up its head proudly in the light of such conspicuous examples as these of the efficiency and success of its operations.

AT the late session of the Teachers' County Institute, the following resolution was unanimously adopted:

Resolved, That the law in regard to school out-houses, enacted during the late session of the State Legislature, treats a matter of the utmost importance to health and decency, to the good manners and good morals of the pupils in our schools. We commend this important Act of Assembly to the prompt and careful attention of teachers, parents and School Directors, in all parts of Lancaster county.

THE Werner Company, of Chicago, is publishing in weekly numbers a report of the proceedings of the World's Parliament of Religions, held in Chicago, in the Memorial Art Palace, under the auspices of the World's Columbian Exposition. The addresses are complete, and verbatim, and are illustrated with portraits of one hundred of the principal delegates and speakers. There will be eleven parts. The entire series costs but $1.00, postpaid to any address.

IN the East Stroudsburg Normal department 218 are now enrolled, and 55 in the Model School; of these 170 are boarders. The probability is that by the middle of the term the number will exceed 300. The senior class has 83 members, some of whom were admitted on certificate. The members of the faculty are as follows: Profs. Geo. P. Bible, principal and teacher of pedagogics, higher English, and elocution; E. L. Kemp, psychology and methods of teaching, and H. D. Brasefield, higher mathematics; Dr. H. A. Curran, natural sciences; Lillian M. Rosenkrans, Latin and Greek; J. W. Paul, geography, history and civics; Martha Noyes, grammar, reading and composition; Marie Bradley, vocal and instrumental music; Mrs. Eleanor Lamb, principal of model school and preceptress. The trustees are liberal and energetic in their efforts to make the school complete in every respect. There is no reason to doubt that it will grow to be one of the strong schools of the State.

DR. E. E. WHITE writes *The Journal:* "I have just learned of the death of the gifted and noble C. C. Leslie, of Chicago. He died at his home in Wisconsin, of heart disease. The teachers in several of the counties in your State will long remember Professor Leslie and his devoted niece, Miss Grace, as he called her. He was a born musician and a most enthusiastic and inspiring teacher. He was a Christian gentleman, manly and true."

SOME years ago it was our good fortune to hear a grand Welsh chorus at Wilkes-Barre. It is these same Pennsylvania singers that won the five thousand ($5000) dollar prize in the international contest at Chicago a few weeks since. Four choirs engaged in the competition, the Cymrodorion Choral Society, of Scranton, Pa., 214 voices, director, Dan Protherse; the Salt Lake Tabernacle Choir, of Salt Lake City, Utah, 250 voices, director, Evan Stephens; the Scranton Choral Union, of Scranton, Pa., 240 voices, director Hayden Evans; and the Western Reserve Choral Union, of Ohio, 240 voices, director, J. Powell Jones. The judges were W. L. Tomlins, of Chicago, John Thomas, of London, and Dr. J. H. Gower, of Denver. The first grand prize of $5000 was won by the Scranton Choral Union, Hayden Evans, director; the second prize by the Salt Lake Tabernacle Choir. This splendid prize was awarded for the best rendering of Handel's "Worthy is the Lamb." All of these choirs do magnificent choral work. Ten thousand people attended these great musical contests. It was the first international competition of the kind ever undertaken by our Welsh Pennsylvanians. The Keystone State bears the palm in music also—thanks, not to herself, but to Wales! All the same it is "Pennsylvania." Give us more music, more music everywhere, in the schools, both vocal and instrumental.

WHEN the "Oregon" went down, a copy of one of Ruskin's books, owned by Dr. Geo. M. Philips, of the West Chester State Normal School, was on board. It was afterward restored to Dr. Philips, in a sea-stained condition. He sent the volume to Mr. Ruskin, with a note explaining the adventure of the book, and it was afterward returned to him with this inscription on the fly-leaf:

"I have great pleasure in writing in this book after it has suffered its sea change, and I think it richer and pleasantly stranger than I ever did before, and complacently aver that, to my notion, it was better worth fishing up than most of the things that went down with it. JOHN RUSKIN."

"OBSERVED AND NOTED," is a book of five hundred and more pages, by Mr. Robert B. Risk, an editorial writer upon the Lancaster *Examiner*. In it is found very much that will be greeted with hearty welcome by those who have, for years, been laughing over his weekly page of humorous philosophizing, or who have enjoyed with him the simple, and pleasant, and homely in life and nature which he describes so well. His feeling for the country and country-life is that of one who has been in it and of it until its colors have set. These time brings out more rich and clear, until the old sur-

roundings have grown attractive, even beautiful, and the song of the heart is Home, Sweet Home.

In the days when the early dawn called him out of bed to the barn or the field, when the plow had to be followed, or the hay unloaded, or the wheat bound into sheaves, or the corn husked on frosty mornings, he admits that he looked about with an unseeing eye, an eye not in focusfor beauty. But he has learned better. Some of these pages, calling one from the fret and hurry of the busy, work-a-day world, seem to lead from dusty roads to quiet meadows, and green hillsides, and dreamy woods.

It is to be hoped that many throughout Lancaster county and southeastern Pennsylvania will buy and read this book of their home-life. Those parts of it which relate to public men, whether of reminiscence or but expressions of personal opinion, are of permanent value, and would aid the teacher in the schoolroom. Many short poems scattered through the book, not a few of them charming bits of verse, add much to its value. We commend it as a pleasant book to hand to a friend at the coming Christmas time. The price of the volume is $1.50.

AT THE World's Educational Congress statistics were adduced to show that three times as many boys as girls are afflicted with stammering and stuttering. An educator facetiously suggested a reason in the fact that boys must "pop the question." These statistics open a perplexing problem for those who ponder earnestly upon pedagogical subjects. The greatest amount of difficulty in utterance is reached at the ages of eight and thirteen in the male sex, while in the other sex the maximum is reached a year earlier. Much, it was asserted, is due to the violation of nature's laws in teaching children to read, write and speak. During the coming year inquiries will be made in Boston and elsewhere to ascertain the schools and the conditions in which this defect is most frequently found. Moreover, many children have a period of stammering in the years in which the language centre of the brain is developing and in which the organs of articulation are growing most rapidly. Sudden fright and careless ridicule may at this period result in life-long injury to the growing child.

THE COUNTY INSTITUTE.

NOT long ago an Institute instructor defined the evening lecture as a heterogeneous compound, consisting of half-a-dozen amusing anecdotes, an equal number of pathetic stories calculated to bring the tear, a few grains of sound sense mixed with flings at existing institutions (the Church not excepted), and the whole dished up with considerable froth and foam. He claimed that an era of better things had dawned, that the public taste was beginning to demand better food; and then for an hour and a half, without telling a single story, he held his audience spell-bound by discussing the duty of the hour in the education of the children.

It would be of immense advantage to all concerned if the evening lecture were to aim at instruction rather than amusement. And there would be strength left for an hour's attention to a literary, scientific or historical subject if the day sessions were limited to three hours in the forenoon and two in the afternoon. When teachers must sit for four or five successive days in crowded rooms, often breathing bad air three hours in the morning, three in the afternoon and two more in the evening, it is no wonder that their power of attention is in good measure exhausted by the middle of the week, and that the lecturer seeks to hold them by funny stories rather than by helpful information. In the German universities the students, although possessing well-disciplined minds, are not expected to listen longer than forty-five minutes at one stretch. Between successive lectures an intermission of fifteen minutes is given for recreation and conversation. The students who wish to digest and assimilate what they hear, limit themselves to three or four lectures per day.

In Chester county experts in literature, science, and other departments of work, were this year selected to conduct exercises during the forenoon in different rooms. The teachers had an opportunity to express their preference at the time of enrollment. The experts were selected from the staff of University Extension Lecturers. All present were delighted with the information given by these skillful instructors, whose tact, experience and special study had fitted them for their work. The success of this division of the Institute into sections of course de-

pends upon the skill of the persons in charge.

Nowhere else can a superintendent show his executive power and superior wisdom more conspicuously than in the management of an Institute. In the eyes of many people the Superintendent is a Protean monster, whose function during part of the year is that of a watch-dog and during the rest of it that of a Maltese cat. As an examiner he is expected to be a sort of Cerberus who in the ancient mythology guarded the entrance to the nether world against unworthy intruders. He is supposed to keep out of the school-room, by rigid examination, all who are not fitted for the work. When his examinations are ended his function changes into that of the cat, whose duty it is to visit every school-room, watch the destructive mice that may creep into a teacher's work in the shape of defects, and kill them off before they mar the intellectual food intended for the children.

A superintendent should never be satisfied with performing the cat and dog functions of the office. The Institute affords him a splendid opportunity for inaugurating movements in the way of progress which he can stimulate and carry forward during the rest of the year. He cannot merely save time for the teachers by studying the art of making his announcements pointed and brief; by prompt methods of registering the daily attendance, and of dispatching business; but he can so plan his programme as to shape the studies, mould the ideals, and enrich the teaching of all who attend the Institute.

The task of the instructor at a County Institute is not an easy one. In addition to the audience of teachers a miscellaneous crowd of listeners must be entertained, if not instructed. Much is to be done, and there is little time in which to do it. The life of the dying teacher is to be revived. The zeal of the young teacher is to be stimulated. The latest movements in education are to be discussed. The most difficult investigations in psychology and pedagogy are to be presented in popular form. New information is to be added to the common stock of all. The latest and best methods of teaching are to be described in words or illustrated by the handling of a class. Teachers and directors are to be impressed with a due sense of the importance of making our schools equal to those of any other country upon the globe. The diseases incident to school life are to be discussed. The value of childhood is to be emphasized. The vocation of teaching is to be magnified. And at the close of the week everybody is to be sent home well pleased with the management, or the Institute may be pronounced a failure.

Since the comic furnishes a safety valve for the escape of the discontent within us, the lecturer is constantly tempted to try sallies of wit and bursts of humor; for by means of these he can send the audience away praising him, instead of taking to heart what he has seriously said. Now the story or the joke can only be justified when it helps to enforce a legitimate statement or to relieve the over-strained attention. He who thinks of the valuable hours taken from the school year, of the thousands of dollars annually expended upon the Institutes of Pennsylvania, of the vast responsibility of talking to those who shape the weal or woe of a million children, will be sparing in the use of laughter, will expend the best energies of the soul in getting something to say and in expressing it in logical order, and above everything else will strive, in the time allotted him, to sow seed that shall bear blessed fruit in the school-room.

SHOULD EXAMINATIONS BE ABOLISHED?

THE agitation against examinations in the public schools arises from abuses which cluster around a valuable school exercise. A skillful teacher may be a very unskillful examiner. He may worry the pupils by attaching undue importance to the answering of a set of test questions. By ill-timed remarks he may inspire a dread of failure that will take the joy out of school life, make the child nervous, invade its hours of sleep, and cause it to dream horrible dreams. When examinations are held too frequently, say once a week, they waste valuable time for teacher and pupil, converting the former into a drudge, whose doom it is to read papers and give marks instead of preparing for the class room, and causing the latter to regard the mind as a mere storehouse for keeping knowledge in the exact form in which it was acquired.

In conducting an examination the first duty is to make all the pupils feel easy and happy. Embarrassment unnerves

some minds and prevents good thinking. If easy questions are asked at first, the feeling of dread passes away, and the pupils begin to act as if they were engaged in a written recitation.

In the next place the questions should turn upon the salient points of the lessons which have been recently learned. This will inspire additional confidence, and put the weaker members of the class into a frame of mind that will enable them to do their best.

A few questions may be added for the purpose of bringing up points that are apt to be forgotten. The memory is a faithful servant, very ready to do what is ordinarily expected and very frail in discharge of unaccustomed duties.

Examinations are chiefly a test of the reproductive memory. The mind which carries knowledge in the exact statements of the text-book, shines at examinations, but may nevertheless be weak in the power to think out something new and original. Examinations are a spur to the memory, and very generally a hindrance to the powers of reflection. If the questions are framed so as to test the reasoning powers, it puts the timid at a great disadvantage and is unfair to those who can think best in cool moments and when there is nothing to distract their attention. Other temperaments are strengthened by excitement and their possessors often surprise themselves and the teacher by what they achieve when put to the test. Questions that are designed to test the reasoning powers, should be reserved to the last and should run in lines in which the pupils have been furnished with the materials of thought in the shape of clear, definite concepts.

The aim of examinations may be either educational or for purposes of selection. The examinations of the Civil Service and of the school superintendent are designed to bring to light the persons best fitted for a given kind of work, so that the fittest may be selected and others rejected. On the other hand, the examination by a teacher of his own class is chiefly valuable by reason of the reflex influence exerted upon the habits of study. The questions prepared by a school committee or a city superintendent, tend to shape the teaching as well as the studying, to mould the instructor as well as the learner.

Promotions should not depend altogether upon the marks given at an annual examination. This is putting too high a premium upon the work of a single hour, and it may cause great injustice to the pupils who are in ill health at the time. In the city of Washington pupils are promoted upon the recommendation of the teacher. Hence many reach the High Schools who would otherwise spend all their school days in the lower grades. An inferior mind if supplied with the materials and instruments of thought furnished by the branches in the High School course, can carry on processes of thought and reach conclusions that are utterly impossible to a much brighter boy who has never advanced beyond the Grammar grade. The examinations in our public schools should be conducted not so much for purposes of selection and promotion as for the sake of the educative influence which they exert upon the habits of study and the power to retain knowledge permanently. In other words the child does not exist for the examination, but the examination should be made to promote the best interests of the child. Held from this point of view the examination prevents loose work, acts as a spur to the memory, makes the pupil see his knowledge in new lights, and furnishes the teacher a valuable test for his methods of instruction.

"BY THEIR FRUITS."

THE MEN WHO WERE MADE UNDER THE OLD REGIME.

A HAPPY omen of our times is the manifest desire of teachers and parents to make the children as happy as possible. "The greatest boon of childhood is happiness," says a noted educator. Nevertheless, it pays occasionally by way of contrast to glance at the stern discipline of the old Puritan homes, and at the splendid men who grew up under its influence. Dr. Henry M. Field describes his father's regime as follows: "Another Puritan custom was to follow the old Hebrew rule of beginning the Sabbath, not at midnight but at sunset. Saturday afternoon, as the sun was declining in the west, the father made the rounds of the house, looking into every room with the gentle admonition, 'My sons, we are on the borders of holy time.' All week-day work was finished and laid aside till the Sabbath was past. I am afraid, however, that we youngsters contrived to

evade this rigid observance by shortening the holy day at both ends. We did not care to sit up late on Saturday night, but were quite willing to be put to bed with the swallows. But Sunday! Ah me! what remorse falls over my guilty soul! How we watched for the going down of the sun! I am afraid we were so wicked as to think it a piece of good fortune that our valley was shut in by mountains that hastened his disappearance. And yet he lingered and lingered, as if determined to check our ill-timed spirits that were ready to burst. But at last the golden rim touched the line of the horizon, and slowly disappeared. Then, whoop! and away we scampered to give vent to the spirits that had been held in check so long. Mother took her knitting, and life went on as before."

The protest of these buoyant spirits is, perhaps, evidence that the Sabbath discipline was carried too far, and it may be a question whether the success of the "Field boys" is to be attributed to the stern discipline of the father, or to the sweet face of the mother which hovered over the children as they said their evening prayers, and laid their little heads upon the pillow, showing them religion in its most attractive form because dressed in the garb of motherly tenderness. It remains to be seen whether our modern methods will produce a galaxy of men and women like the following:

The oldest son, Dudley Field, graduated at the head of his class in Williams college, studied law, and was for sixty years a conspicuous figure at the New York bar. He helped his younger brothers, three of whom went through college, viz., Jonathan, who became a lawyer, and who during the war, though a Democrat, was elected by the Republicans to the Senate of Massachusetts, and was three times chosen its president, an honor never before accorded to any member of that body. Stephen, who is the oldest of the Justices of the Supreme Court of the United States, where he has been for thirty years. And Henry, a minister, the full extent of whose services will only be known when the Christian souls whom he has led to Christ will be revealed as jewels in eternity.

Cyrus, the next to Henry, went to New York at fifteen as a clerk, and afterward became a merchant. It was his indomitable will that at last brought success to the Atlantic telegraph.

The son of a sister, who was married to a missionary, Rev. Josiah Brewer, took his seat by the side of his uncle on the bench of the Supreme Court of the United States.

Surely, this is a proud record for the sons of a Connecticut country minister, whose salary never exceeded seven hundred dollars. It is further interesting to note that the son of another country minister in the same State (a classmate of the father of the Field brothers), migrated to Pennsylvania, began his career as a lawyer and a judge in Berks county, and at last became famous as Justice Strong on the bench of the Supreme Court of the United States.

PROVISIONAL CERTIFICATES.

THE provisional certificate was, in its origin, merely a make-shift, a temporary device, under the pressure of necessity, to help overcome existing difficulties that could not otherwise be surmounted. It was never intended to be a fixture in our school policy, and become, as now, a formidable obstacle to the elevation of the teaching profession and the improvement of the public schools.

Prior to the Act of 1854, which established the County Superintendency, not only the election but the examination of teachers was vested by law in the School Directors of the proper district. Sometimes they conducted the examination themselves, sometimes they called in the neighboring clergyman, or physician, or storekeeper, to conduct it for them; and very often they employed teachers at their own sweet will, without any examination, and without any regard whatever to qualifications. Even if rejected after examination, the applicant would resort to the next township or the next county, and get employment in the common schools notwithstanding his first rejection. Failure in one district was no hindrance to employment in the schools of some other district.

The Act of 1854 relieved School Directors of the duty of examining teachers, and vested it exclusively in the County Superintendents, who were intended to be independent barriers to the intrusion of incompetent teachers into the schools. That was the primary purpose of the office of Superintendent.

That enactment was intended to work

a radical reform in the administration of the school system Its tone and purpose, so far as the work of instruction is concerned, can be gathered from the 38th Section, which provides that if after one month's notice from the County Superintendent School Directors neglect or refuse to employ *competent* teachers, the State appropriation shall be forfeited absolutely. That section has never been repealed.

The 41st Section requires the County Superintendent to examine all candidates for the profession of teacher in the presence of the Board of Directors and to give to each person found "*qualified*" a certificate specifying the branches of learning he or she is "*capable*" of "*teaching*."

This obviously means scholarship, and skill in the art of teaching. Those who are not found "qualified" and "capable" were of course to be rejected. The words qualified and capable in this connection are absolute terms, that do not admit of any shade of meaning that one may choose to put upon them. The applicants are either "qualified" and "capable" or they are not. The wording of the Act leaves no middle ground to stand on.

But it so happened that not ten per cent. of the teachers then in the field were up to the requirements of the Act, and so the School Department issued two forms of certificate, one known as the permanent certificate, stating that the applicant had passed a thorough examination in the branches specified, and a temporary certificate good only for one year, stating that the applicant had passed an examination, without indicating the character of the examination. Both these classes of certificates were good throughout the State.

The standard of qualifications was generally very low in those days, especially so west of the mountains, and the permanent certificate was issued with such prodigal liberality as to provoke remonstrances from the more advanced eastern counties, into which they were often intruded under the attraction of higher wages. To meet this difficulty a decree was made by the State Superintendent limiting all certificates to the county in which they were issued, but this was only a measure of palliation, and in 1857 all the permanent certificates in the State were called in, and a lithographed county certificate with an ornamental vignette substituted, but only granted upon a thorough examination successfully passed. The provisional certificate was graded so that it might show, by the figures used, the exact standing of the applicant in each of the branches named, and enable School Boards to judge more accurately of the holder's relative qualifications.

The provisional certificate was purely informal, and had no legal standing. There was no authority of law for issuing it, but no legislation was asked in its behalf at that time, because it was regarded as only a transient feature of our school policy, that in a very few years at furthest could be dispensed with entirely.

Ten years later, however, the Legislature defined its character and determined its status. The 11th Section of the Act of 1867 provided that no person should receive a certificate as teacher who has not a "fair" knowledge of the elementary branches specified. This was well, very well, because it prescribed, although vaguely, the minimum of qualifications, below which no certificate could be granted, and to that extent the schools were protected against illiterate and undesirable teachers.

The 12th Section wisely limits provisional certificates to the district in which the examination is held and the certificate granted, thus localizing the evil and preventing injustice and wrong to the schools of other districts; that is, if this restriction in the law is recognized in practice. We presume that Superintendents in visiting the schools would, of course, ascertain by what authority the teacher is in charge of the school, and if the certificate held is from another district than that in which the school is located he would immediately report the matter to the Board of Directors and require the illegality to be at once corrected.

But having fixed upon mediocrity as a legal standard of qualifications, the first part of the section unfortunately made that standard in a measure compulsory upon the examining officer, being expressed in the imperative mood and leaving too little to the judgment and sound discretion of the officiating Superintendent. It provides that if the applicant does possess a "fair" knowledge of the branches the certificate "*shall* issue," and so stands in the way of progress. The Superintendent should always have full authority of law to elevate the standard of qualifications when circumstances permit, selecting only the best talent and

attainments, and always discarding that which is inferior when something better can be had to take its place. He should not be open to the charge of having put a forced construction upon the law, even for the benefit of the schools.

This injuriously weak point in the Act of 1867 has been declared "the first backward shadow on our common school dial," and has wrought harm to public schools in all parts of the State. It could not have been intentional on the part of the framer of that Act. We consider it an unguarded use of language, without seeing at the moment what its effect would be upon our school policy. If it had said, it shall be lawful to issue provisional certificates when necessary to supply the schools, and that no more certificates shall be issued at any examination than would be necessary to supply the schools of the district in which the examination is held, and that in no case should a low-grade certificate be issued if teachers of higher qualifications could be had, it would have protected the schools, and the helpless pupils attending them, who cannot protect themselves.

The low-grade certificates will always crowd out those of a higher grade, because the teachers who hold them will accept low wages which better teachers cannot afford to take, and ought not to accept. In finance an inferior currency will always crowd out a better, and in the common schools, where, in too many districts, Directors are more economical than sagacious and true, low-priced teachers of correspondingly inferior qualifications will always occupy the field to the exclusion of those who have a better right, but whose right the Superintendent under the hindering restrictions of this Act cannot wholly protect, no matter how much he may desire to do so.

If this is not a misfortune for the schools we are at a loss to understand what would be. It is no wonder that Supt. Sturdevant, of Crawford county, chafing under the restraints imposed upon him by the section of the law to which we have referred, and the blame he received for issuing so many low-grade certificates, should demand in his last annual report the repeal of that obnoxious requirement of the law. It first fixes a low standard of qualifications, and then makes that standard supreme over the rights and interests of pupils in the schools, and establishes a rivalry that cuts the ground from under the higher grades of teachers' certificates. It stands in the way of all of them, and they owe it to themselves to make common cause against such injurious and unjust competition.

Nothing can be done, of course, to change the terms of the law until further legislation is had upon the subject; but, in the mean time, much can be done to partially protect the schools by an official construction that the word "fair" in the Act shall be equivalent to number two on a certificate, and nothing less. This has been done in certain of the more advanced districts in the State. Nobody of intelligence wants "middling" teachers in the schools.

It should never be forgotten that the schools have been established solely for the benefit of the pupils who attend them. All the vast organization and machinery of our school system has no other purpose, and if it fails here it ceases to have any reason for its existence. It is not established for the benefit of those who want to teach school, except upon the pre-requisite that they are competent to do the work for which the schools were established. The idea which so widely prevails in some localities that young men and young women, irrespective of teaching ability, have a right to teach a public school because they want money, and the school-house is in their neighborhood, and they have friends in the School Board, is a pernicious heresy that should have been exploded long ago. They may have lived within a stone's throw of the school-house all their lives, yet they have no right to take possession of it as a teacher, unless they can intelligently and well do the work for which alone the school was established. The only rightful passport to professional employment is scholarship and teaching-skill officially certified.

If, with munificent appropriations and a large and well-organized force of administrative and supervising officers, our school system cannot protect itself against the intrusion of those who are not fit to take charge of the schools, then it behooves the friends of education to make themselves felt in an aggressive campaign of reform that will lift the schools everywhere to that level of superiority which the founders of the system contemplated, and the Constitution of 1874 requires.

Our school policy has been provisional and tentative long enough. We have

reached a stage where better things are plainly in sight, if not yet actually within reach. With thirteen State Normal Schools splendidly organized and efficiently administered, and nearly nine thousand pupils in attendance, the time cannot be very far off when the obnoxious features of the Act of 1867, having outlived the conditions which brought them into being, can be expunged bodily from the statute book. Then, with no certificates in the field for Directors to choose from below the level of State Normal School diplomas, or their full equivalent, and our Superintendents relieved entirely from the examination of teachers, for provisional certificates, they can devote themselves exclusively to the more fruitful work of visiting the schools, and devising means for their improvement. Then every common school in the State, without exception, could be equal in all respects to the needs of the people, and the reputation of the Commonwealth.

This ideal is in advance of present realities, but it was plainly in the line of vision of those who founded our school system, and from time to time enlarged its great organization. This is the goal that should be kept constantly in view. It devolves upon the workers of to-day to assiduously help forward this glorious consummation so devoutly to be wished by every clear-headed and honest-hearted lover of his country.

PERSONAL INTEREST.

THE Lancaster *Inquirer*, one of the best of our weekly exchanges and always right on school questions, whose annual *Institute Supplement* is the most complete thing of its kind in Pennsylvania, has the following under the head, "A Great Need of Our Schools:"

"What our schools need, beyond appropriations, beyond good teachers, beyond capable supervisors, beyond an energetic school board and a capable superintendent, is the cordial support of the people at large. In the pressure of the duties of life upon all people, the school is one of the things taken for granted. With the churches unable to exercise a strong and central influence over the morals of childhood, with family care constantly being deteriorated by the pressure of business and society, the public school is continually being loaded down with duties and demands which weigh upon conscientious teachers, especially the large-minded and large-hearted women who are the soul and strength of our public schools, and it is increasingly difficult to educate young people up to the proper standard in the knowledge of what they ought to know, and up to a proper appreciation of the relation of conduct to life. This is where our public school teachers cannot be too earnestly or too warmly supported by those who put children in their hands. It may be too much to ask busy men and women who believe in the public schools to take an hour now and then to visit the school-rooms and show by their presence that they stand by this or that teacher; but wherever this is done, and in many places it is done, the results far more than compensate for all the trouble which they compel. If there is any one class of unappreciated people in the community—unappreciated and yet deserving of the highest honor—it is the men and women who are our faithful servants in the public schools."

GROWTH OF CHILDREN.

FACTS, both interesting and instructive, have recently come to light through observations upon the development of children in different cities. In Moscow it has been found that children of Russian parentage do not grow quite as rapidly as those of Jewish parentage up to the age of thirteen or fourteen, full height being reached generally between eighteen and nineteen. On the other hand, we learn that the growth of children who work in factories is retarded by the untoward circumstances of the life which they are forced to lead. These, as a rule, reach their full height between the ages of twenty-one and twenty-two. English school boys, it is said, grow taller than those of Moscow or Boston, although in most cases factory-life seems to stunt their growth, possibly because too much vital energy is consumed in throwing off deleterious influences, while there is an insufficient supply of the most healthful diet.

Dr. G. M. West, of Toronto, has computed the rate of growth of the children of six American cities. He finds that physical development depends upon geographical and social surroundings, and

upon the nationalities which compose the population of the several cities. Boston children are a little less favorably developed than the average American; those of Worcester are decidedly in advance. Toronto children are least favorably developed; the children of St. Louis are in the beginning above the average, and seem in the end to be below it. Those of Milwaukee show the opposite phenomenon. They begin near the average, and end considerably above it. The children of Oakland, California, are throughout taller than the average child. In some cases the results may be affected by peculiar conditions. Thus the great difference between the children of Worcester and Boston may be due to the fact that in the former city certain objections to these measurements were raised, which influenced the less educated part of the population. The less educated belong mostly to the poorer classes. In consequence, a portion of the poorer children were not measured, and this fact tended to raise the general average.

Very interesting data relating to the growth of the head were also obtained from measurements taken in Worcester and Toronto. From five to twelve years of age, the boys are slightly taller and heavier than the girls. From twelve to fourteen years of age, the girls are in advance of the boys. Later on the boys overtake the girls again, and continue to grow when the latter have reached their greatest height and weight.

The laws which govern the growth of the head differ from those which govern the growth of the body. The girl's head is always considerably smaller than the head of the boy. Consequently, the ratio is also smaller when compared with the stature, until the time when growth ceases, at which time the boy's head becomes relatively smaller than the girl's. The difference between the breadth of the face of girls and boys is not as pronounced as the difference in the size of the head. During the twelfth year girls have a wider face than boys. The face grows more rapidly than the head, as is shown by the steady increase of the proportion of breadth of face to breadth and length of head. The ratio of the face to the size of the head is larger in the case of girls than boys. The length of the head increases a little more rapidly than its breadth. The head of the girls is also a little rounder than that of the boys.

Children are least subject to disease during the years of most rapid growth. Many children begin to grow quite rapidly after the seventh year. But the period of accelerated growth begins with the eleventh year in girls, and with the fourteenth in boys. Hence, all persons meet with genuine surprises on seeing children from whom they have been separated for several years. A gentleman who lost his vision when his son and daughter were approaching the years of accelerated growth, and whose eye-sight was restored by the well-known operation for the removal of cataract, could not find words by which to express his surprise at the change which had taken place in their appearance.

Perhaps the most interesting results are obtained when a comparison is made between the physical growth of children and their classification by teachers upon the basis of mental ability. Those whom the teachers ranked above the average are not as well developed physically as those tabulated below the average in mental ability. This may be due to the fact that children who are adjudged as less able by their teachers devote more time to play and physical exercise than those noted for high mental ability. That these differences do not invariably last through life is apparent from another test. In Worcester, Massachusetts, where the students of pedagogy from the State Normal School and from Clark University are permitted to conduct original investigations in the public schools, about 7,000 children were tested in the following manner: Groups of seven-place numbers were read aloud, and the children attempted to write down as many digits as they could recall. In addition to illustrating the general growth of memory with increasing years—such growth practically ceasing at fourteen years in the case of the mechanical memory—the children marked as good scholars have better memories than those marked as medium, and these, in turn, have better memories than those pronounced to be poor scholars. The tendency of these differences to disappear at nineteen is significant. At the same age girls are slightly superior to boys in their power to remember. It remains to be determined whether the memory for logically connected ideas may not develop according to a different law.

To many people these investigations

may seem no more important than child's play. Some one has said that no modern science has made more noise with less practical outcome than physiological psychology. Oftentimes when one comes to apply the results of these time-consuming investigations, they elude the grasp like a veritable *ignis fatuus*. Nevertheless, who could have predicted the wonderful achievements af this century when investigators began to experiment with electricity? Those who lament the narrow limits of their knowledge of childhood, look forward to the day when the collating of the facts which are now gathered with so much enthusiastic effort, will reveal laws of child-growth that shall greatly aid us in our practice as teachers.

COMMERCIAL HIGH SCHOOL.

DURING the summer of 1892, Prof. E. J. James, of the University of Pennsylvania, was sent under the auspices of the American Bankers' Association to study the education of business men in Europe. On his return he delivered before the convention of the Association, held in San Francisco, an address entitled a "Plea for the Establishment of Commercial High Schools." Copies of the address can be obtained by addressing Wm. H. Rhawn, President of the National Bank of Republic, Philadelphia.

Prof. James found that in Germany, France, Italy and Austria, a most excellent system of commercial high schools has been established, which forms one of the most striking and valuable features of their educational systems. In Vienna there is a commercial academy with a three years' course, embracing the study of accounting in all its different grades, of at least two modern languages, usually French and English, in addition to the mother tongue; of commercial geography, history, commerce, mercantile law and practice; of the history, distribution, and modes of manufacture of commercial products; of money, banking and insurance; of political economy, tariff legislation, international exchange, etc. A glance at these subjects shows the aim and scope of the school. It embraces far more than the little bookkeeping, banking and penmanship, which can be learned during the twelve weeks' course of an American Business College. The curriculum consists of such branches of study as have a direct bearing upon the habits and customs of trade, and requires as much brains and application for its mastery as the best high school courses in Pennsylvania. Prof. James assured his audience that the instruction was not a mere process of cramming in facts relating to industry and commerce, that the knowledge of industry and commerce displayed by these boys of from fifteen to eighteen years would put to shame many a practical business man of years standing.

The secondary schools in Europe are not free schools in the sense that no tuition is paid by the patrons or their parents; nor is this Vienna institution a free school. The tuition is high for Austrian conditions, but in spite of this fact the school has an attendance of over six hundred boys. The school was founded and is conducted by a joint stock company of public-spirited citizens who chose the form of a corporation with shares as the most convenient system of organization.

Prof. James specially commends the instruction in commercial geography and in similar branches. He says: "Many of these subjects of instruction are absolutely unknown in our schools either lower or higher; and while this school is the best of many similar schools in Austria, we have not in the United States a single such school. Indeed, so far are we in this respect behind Austria, a country on which Americans are accustomed to look as in some respects centuries behind the times, that if one of you gentlemen were to offer the money tomorrow to open such a school, it would not be possible to find suitably prepared teachers for it in the United States of America."

The establishment of such high schools would soon dispel the notion that business is not as honorable a calling as the professions or the public service, and that only such people go into business as "are too stupid or too lazy to study, or too poor to attend higher schools." The men of business are rapidly coming to the front in America. The largest retail merchant recently showed his administrative gifts as postmaster-general, and the president of a railroad declined the first position in the National Cabinet. The heroes to whom our boys are taught to look up, whose deeds fill the youthful heart with admiration and ambition, are to-day the captains of trade and industry,

as were the great warriors, orators and political leaders in a former period.

The establishment of commercial high schools would in no long time necessitate the establishment in our universities, of departments for the study of finance, of commerce, of industry in all its ramifications. The bright boys would see as much reason for a University preparation for business, as they now see for journalism, engineering, pedagogy, dentistry, pharmacy or the older professions. Our population is rapidly moving toward the great centres of trade; and if scientific teaching in this line can fit a boy to succeed in the competition with business men from other lands, our system of public instruction should provide educational facilities in these lines equal to those which we now offer in preparation for the professions and for the highest forms of manual, mechanical and engineering skill. Like the recently established schools for manual training, the commercial high schools would reach a new class of boys, and supply a want which has led to the establishment of business colleges, and which is not adequately supplied by their limited curriculum.

The American Bankers' Association deserves the lasting gratitude of the present generation of American youth for calling attention to this new form of competition which will surely come from this new form of training in the Old World. If the able plea of Prof. James does not find a response in our system of public instruction, a few decades hence the leading commercial houses of America will be directed and controlled by foreigners whose superior training will have made their services indispensable to the American capitalist. The protection which Pennsylvania should advocate above every other kind, is that which boys obtain when they are educated to hold their own in the competition with the skilled hands and trained heads of every other country upon the globe.

OFFICIAL DEPARTMENT.

DEPARTMENT PUBLIC INSTRUCTION,
Harrisburg, *December, 1893.*

MR. JOHN S. KEEFER was elected to the office of Superintendent of Schools in Braddock Borough, Allegheny County, to fill the vacancy caused by the resignation of Supt. E. W. Moore. Mr. Keefer has been commissioned for the unexpired term, to date from November 7, 1893, to June, 1896.

QUESTIONS AND ANSWERS.

5. *Question:* Is the Superintendent required to examine the members of a religious society?

Answer: The examination of teachers is for the purpose of ascertaining the intellectual and professional qualifications of applicants for schools. The superintendent in conducting the examination should know neither the politics, nor the religion, nor the peculiarity of dress, nor the color of hair or skin of the applicants for certificates. He should issue to those who are qualified certificates in their legal names, not using an assumed name like Sister Mary, or one of the appellations given by Secret Societies to persons upon their initiation. The granting of certificates to persons under an assumed name involves the issue of a fictitious credential, defeats the very end for which examinations by superintendents were established, and is therefore a violation of the spirit if not of the letter of the law.

ITEMS FROM REPORTS.

ADAMS—Supt. Thoman: Owing to a difference of opinion as to whether or not election days should be observed as legal holidays, some schools were in session and others closed on Tuesday, Nov. 7. Doubtless in the futnre the same difficulty will not occur, in case directors and teachers familiarize themselves with the decision of the Department of Public Instruction, which is to the effect that the schools should be kept open on election days. The directors of Strahan township are erecting a fine school building at New Chester.

ARMSTRONG—Supt. Jackson: Our schools opened with a very large attendance. Many of the township schools have adopted a graded course of study, in accordance with the recommendation of the Superintendeut, and it is hoped that many more will be graded before the middle of the term. One of the most interesting events of the month was the address of Governor Pattison, delivered to the school children of Kittanning. On evening of Oct. 13, after the meeting of the State Board of Agriculture, the children were assembled by Prof. McAulis in the Grand Opera House, and addressed by the Governor. Another interesting meeting was the Institute held at Worthington, Oct. 21. The Autumn Arbor Day was generally observed. The schools are all running smoothly, and everything indicates a very successful school year. We are still work-

ing to get the country schools graded and hope to have much of this work done before the close of the year.

BEDFORD—Supt. Potts: Arbor Day was generally observed. On Oct. 21st., the P. O. S. of A., of Hopewell, presented a beautiful flag to the Hopewell school with appropriate ceremonies. The school-children and teachers, the G. A. R., P. O. S. of A., and directors and citizens, were in attendance. The building here is new, the best district school-house in the county. The Bedford schools held their exercises Monday, Oct. 23. Literary exercises were held in Assembly Hall, closing with the singing of "America." The Bedford school-yard is in fine condition,—a model yard, as regards location and shade trees, and now it is proposed to make it a beautiful garden. The Bedford *Gazette* reports the planting as follows: "The first, second and third rooms planted crocuses; the fourth, fifth and sixth rooms, tulips; the seventh and eighth, hyacinths, except pupils on the honor roll in the seventh, who planted fuchsias, and the honor roll scholars in the eighth planted scillas. The D class of the high school planted single narcissus, or giant jonquils; the C class planted double narcissus, or improved daffodils; the B class polyanthus narcissus, or the poet's jonquils, and the A class 'giant glory of the snow.' Besides these the following varieties of bulbs were planted: *Bulbolcodium vernum*, *colchicum chionense*, *erythroneum allium*, iris, snowdrops and feathered hyacinths. The bulbs, 571 in all, were planted in a semi-circular bed, 60x30 feet. The children filed into the enclosure containing the bed, two departments at a time. When they were all arranged in a row around the semicircle, the signal was given, the bulbs were quickly placed in the holes prepared for them, and the children filed out again, to make room for the next two departments. Thus each child was given an opportunity of planting a bulb and the hope of seeing beautiful blossoms in the spring."

BLAIR—Supt. Wertz: Neat and durable book-cases have been placed in the schoolrooms of Frankstown and Greenfield townships, and in Duncansville school-building. This now indispensable piece of furniture will soon be found in other districts where it is wanting. Logan, Huston, and Woodbury townships have made important improvements. Evidence of increased interest in school work is seen throughout the county.

CAMBRIA—Supt. Leech: A good local Institute was held at Flinton, Reade township. New schools have opened at Barnesboro and Cymbra Mines, one at Hollins, two in Gallitzin borough, one in Portage, one at Dunlo, two in Westmont, one at Cresson, two in Morrellville, one at Mitchell's Mines, and one in West Taylor, total fourteen. Two schools have been united with others, a loss of two, or a net gain of twelve, making 270 schools in the county.

CAMERON—Supt. Herrick: The annual Teachers' Institute was held in Emporium. The membership was small, owing to the fact that some of the teachers took advantage of that time to visit the Word's Fair. Those in attendance claim, however, that it was the most successful session held in years. The evening entertainments were well patronized and were first-class.

CARBON—Supt. Beisel: I have now visited all the long-term schools. The principals throughout the county are doing hard work, caused mainly by the necessity of having three divisions in the high school. Some of the districts have not yet complied with the law regarding out-houses. We are advocating a directors' organization at our coming Institute.

CHESTER—Supt. Walton: East Nottingham township has refurnished Maple Grove school. The old-fashioned double desk is rapidly making way for individual seating. Our Institute was an unusual success. The plan of dividing the body during the mornings into four departments, giving the teacher the option to select the subject most essential to her success, has met with general approval. The aim was to have this "section work" conducted upon the plan pursued in University Extension teaching. The results have gone beyond our most sanguine expectations.

CRAWFORD—Supt. Wright: A number of educational meetings were held, evening meetings of the teachers of various townships, at which graded work in the country schools was explained, and matters of interest discussed. They were very helpful, well attended, and satisfactory.

DELAWARE—Supt. Smith: Our Teachers' Institute was quite successful this year, and was the means of creating much enthusiasm among the teachers. Through the action of the Chester City School Board last summer, in accordance with which their teachers will hold a separate Institute hereafter, our membership was seventy-five less than heretofore. The citizens, however, took their places, and the attendance through the day was equal to that of former years. Our schools are very well attended, and in several districts additional schools must be opened. Miss Mary E. Yarnall, one of our most successful teachers, died very suddenly. She taught school on Friday, and retired in the evening feeling about as well as usual. At four o'clock in the morning she had a severe hemorrhage which resulted in her death.

FAYETTE—Supt. Porter: The schools, so far as I have visited them, are in a healthy condition. Free text-books have brought about an increased attendance. Teachers, with few exceptions, are reading one or more educational papers, and the outlook for the year is very encouraging. Local institutes are held in almost every township and borough. Visiting and work on the County Institute programme prevented my

presence at these interesting meetings. We anticipate a grand success in the line of school exhibits at our coming institute. This is a new feature in Fayette.

FRANKLIN—Supt. Zumbro: Arbor Day was partially observed. Our schools are all in operation, and although the attendance in some localities is somewhat interfered with by the typhoid fever epidemic, everything promises a successful term.

FULTON—Supt. Chestnut: I have aimed to make my visits long enough to ascertain just what kind of work is being done in the schools and to note the faults, if any. An effort is also made to stir enthusiasm in our teachers and pupils. We want to weed out all lazy and careless teachers as quickly as possible. Wells, Union, Bethel, Thompson, and Tod have held Local Institutes. They are organized in Dublin, Taylor and Licking Creek, aiming to rouse public sentiment.

GREENE—Supt. Stewart: In the examination season an effort was made to raise the standard of teachers' qualifications. Few got as good marks as they hay last year, but the real value of our teachers is no less, while their desire to improve is greater. Our County Institute was held in the early part of the month. We need not say that it was a success. The corps of instructors and lecturers employed would insure such result.

HUNTINGDON—Supt. Rudy: Two Local Institutes were held during the month—one at Petersburg, the other at Marklesburg. Our schools are all in running order, and with free text-books and incrcased attendance, we look forward to a prosperous term.

JUNIATA—Supt. Marshall: The directors of Walker township have supplied two houses, Flint and Mexico, with patent furniture; every house in the district is now suitably furnished. Lack township has thoroughly repaired four of its houses, and displaced the old wooden desks by the best patent furniture. I find in most of the districts the Directors failed to have the necessary supply of books on hand at the opening of school. Through some miscalculation they had to make three different orders. This, to say the least, is a great hindrance to the success of the schools.

LEHIGH—Supt. Rupp: Our County Institute was held in the week beginning Oct. 16. All but four of the teachers were present. Two of those absent had gone to the World's Fair, one was sick, and for the fourth I cannot account. We had a very able corps of instructors. Our evening course was a strong one, and the people in general patronized us well. Parties competent to judge pronounced it one of the most successful Institutes ever held in this county. A resolution for the organization of a Teachers' Reading Union was passed. I propose to hold a series of eight Local Institutes in various sections of the county. The first will be held at New Tripoli, on Saturday, November 11. I have visited nearly all of the teachers who are teaching their first term, and find that, with few exceptions, they are doing good work. Many of the schools of the rural districts are not yet so well attended as they should be.

LACKAWANNA—Supt. Taylor: Our annual Institute was held in the Court House at Scranton, the last week of October. About 516 teachers were present, average attendance nearly 500. In order to adapt the work to the needs of our teachers, the Institute was divided during the forenoon into three sections: Grammar, Intermediate and Primary. A special feature of our work this year was instruction in the art of teaching penmanship by an able specialist, Prof. Chas. R. Wells, of Syracuse. Our work excited much public interest, and large crowds of visitors attended the afternoon sessions. Full reports of the proceedings were given in all the daily papers. Our instructors were Dr. N. C. Schaeffer; Prin. Geo. P. Bible, of Stroudsburg Normal School; Prof. E. L. Kemp, of same place; Prof. Chas. H. Albert, of Bloomsburg S. N. S.; Miss Anna Buckbee, of Edinboro S. N. S.; Prof. Wells, Syracuse; Prof. Edwin A. Cox, Conductor of Music, of Boston; and Mrs. Lucy Booth, Supervisor of Drawing, of Scranton. Evening entertainments: Hon. John Temple Graves, "Reign of the Demagogue;" Illustrated Lecture, "Art and Architecture at the World's Fair," by Miss Lea M. Heath, of Scranton; Concert by the Schuman Company, of Harrisburg; "The Road to Victory," lecture by Hon. L. D. Handy, of Newark. On Thursday, Directors' Day, about forty directors were present. They were addressed by Dr. N. C. Schaeffer, who spoke to them about free text-books, compulsory education, school architecture, school diseases, etc. Addresses were also made by several of the directors. After this a permanent organization was effected, to meet once a year for general improvement. The officers elected are, Pres. R. H. Holgate; Vice President, H. E. Arms; Secretary, James J. O'Malley. A committee on programme was also appointed with directions to procure proper speakers and arrange a suitable programme for the next meeting a year hence.

LUZERNE—Supt. Harrison: The year has opened with fine prospects for one of the most successful we have ever had. The schools are all full, the teachers are enthusiastic, books are no longer scarce, and the outlook is altogether favorable. County Institute has just closed. It was a great meeting, and will tell favorably upon the work throughout the county.

MERCER—Supt. Eckles: I have been meeting with school boards with a view to have them adopt a graded course of study. Thus far 85 schools have been graded, and each of the teachers has purchased a work on teaching; besides, I left blanks to be filled out and mailed to me.

MIFFLIN—Supt. Cooper: During the

month I visited the schools of Derry, Decatur and Oliver townships. I am glad to report that our teachers are doing good work. The schools of Milroy, have also been visited; they are doing very good work. These teachers are, for the most part, experienced and know how to teach. A course of study has been prepared for the Yeagerstown schools, in Derry. The board has adopted it, and it will be faithfully put into practice. Armagh and Derry have furnished their schools with good book cases. The other districts would do well to follow their good example. Some schools have not a full supply of text-books, due, as it seems, to a lack of funds. This difficulty could have been avoided by not reducing the tax rate when the appropriation was increased.

MONROE—Supt. Serfass: The new high school building of Stroudsburg was formally dedicated October 7th. Addresses were delivered by Judge Storm, President of the Board, Revs. Hutchinson and Hibschman, and the county superintendent. It is a model school building. The schools throughout the county are all supplied with free text-books, most of them with Webster's International, and in two townships the international cyclopædia was added. By next year I expect to see *Pennsylvania School Journal* in the schools of Monroe. I have presented the matter to the several boards, and it has met with general favor. It would have been carried into effect this year, had it not been for the necessary expense of supplying free books.

MONTGOMERY — Supt. Hoffecker: The County Institute held at Pottstown was a great success, the instruction given practical and progressive, and the interest shown by teachers and directors more marked than ever. The work of the institute will be felt in every district. Forty-four districts were represented by directors on directors' day. The directors' association promises to be a valuable aid to educational progress.

NORTHUMBERLAND—Supt. Shipman: In my visits I found a varied attendance, Chillisquaque township having the best, 91 per cent. of all pupils enrolled being present. The directors of Shamokin township have placed International Dictionaries and new slate blackboards in every school-room in the district. Many of the districts did good work on Arbor Day, Rockefeller township taking the lead; upon one of the school lots 21 trees were planted. In the rural districts only about two-thirds of all pupils have entered school for the term.

PERRY—Supt. Arnold: The directors of Jackson township have arranged a course of study for their schools. This is a move in the right direction, and the teachers are reported as doing better work under this system. Arbor Day was observed by many schools; the most interesting account comes from the Eshcol school.

PIKE—Supt. Sawyer: The County Institute was held at Milford. There were 57 teachers in attendance. A more attentive body of teachers one would seldom meet. They are alive to the best interests of the school and are doing good work. The schools of the county are in good condition, and an effort is being made to raise the standard of education above that of the past few years.

SCHUYLKILL — Supt. Weiss: All the schools of the county are in session, and well attended. There are nearly 500 teachers under my supervision; fifty-six are inexperienced. Some of the latter, however, have received instruction in methods of teaching at State Normal schools.

SNYDER—Supt. Bowersox: The Selinsgrove schools have been greatly improved by the wise measures of the directors, in grading the schools more effectually with a complete course of study. Under this wise management they should have a highly successful term. Franklin township has refurnished Moyer's school-house with elegant and substantial furniture. It now presents a beautiful and homelike appearance. The P. O. S. of A. camp of Middleburgh contemplates raising flags on the school-houses of Middleburgh borough and Franklin township, with appropriate ceremonies. The directors of Washington township have remodeled the Neitz Valley school-house, and furnished it with the latest improved furniture and slate blackboards. Miss Agnes Sholly, a prominent teacher of Selinsgrove, has resigned her position to attend lectures at the Philadelphia Medical College for Women. The institutes held by the teachers of Monroe and Middlecreek townships were very successful. Crowded houses on each occasion attest the interest taken by citizens in educational matters. The schools thus far visited are doing well.

SOMERSET—Supt. Berkey: The directors of Elk Lick township have placed solid slate blackboards in all their schools. Salisbury has remodeled her school building, introduced steam heat and put in slate blackboards. Nearly all districts are complying with the full requirements of the new text-book law. All are furnishing the books; but a few are limiting free supplies to copy-books and crayons.

VENANGO—Supt. Bigler: There is an Unabridged Dictionary in every school of Pine Grove township, and a short time ago the Board placed an order for a set of the People's Encyclopedia for every school in the township. The people are enthusiastic over the free text-book law.

WASHINGTON—Supt. Tombaugh: We are keeping up the District Institutes as usual, and they continue to prove beneficial. The Pollard system of Reading has been introduced into several of our districts, and our best teachers are making a success of it. There has been an increase of more than fifty schools during the past four years in our county.

WESTMORELAND—Supt. Ulerich: Much

school apparatus of great educational value has been bought, and new and improved series of text-books adopted by the different Boards. Many new houses have been built and old ones repaired. A number of the townships adopted a regular course of study. Schools opened with a largely increased attendance. The new text-book law meets with but little opposition. Not a little annoyance has been caused the teachers by a deficiency of text-books, various book firms failing to supply the demand.

WAYNE—Supt. Kennedy: A new two-room school-house has been built at Gouldsboro Station in Lehigh township.

BRADFORD CITY—Supt. Roth: Kendall township became the Sixth Ward of Bradford City, which added 319 pupils to the enrollment. During the long vacation many repairs and improvements were made to the school buildings, special attention being given to sanitary conditions. The completion of first-class chemical and physical laboratories deserves special mention. The chemical tables, providing accommodation for 32 pupils to be engaged in individual original investigation at the same time, are modeled after those of the Massachusetts Institute of Technology as to construction, plumbing and equipment, and the city of Bradford now affords facilities for work in this subject equal to that institution in every respect in elementary work. In Physics, the Harvard Forty Experiments have been adopted as standards of work. The elastic nature of the new High School courses of study, now including the 9th grade and the provision for complete college preparation, a business course of two years, and a strong general course, has made this school so popular as to have more than doubled the attendance. The largest change in the subject matter is the employment of a teacher to give entire time to the English language and literature and history. In the upper half of our twelve year course of study, the departmental assignment of work to the teachers has been followed. This has been rendered possible by the concentration of the high and upper grammar grades in the central brick building. Much is expected from the movement. The use of the old-time Readers is discontinued in all grades, and complete works in literature, natural history, geography, history, botany, nature studies, etc., to reinforce the regular work, have taken their place. The promotion of pupils is to be based neither upon written examinations, nor upon the recommendation of teachers, nor upon a combination of these two, but upon the pupil's register made by himself. The kindergarten method and materials are being introduced into all the primary work. It is impossible in this limited space to state but a small part of the advanced steps being taken in school-work, for which Bradford offers large opportunity.

BRISTOL—Supt. Booz: Owing to the crowded condition of the primary grades, an additional school was opened October 5th, for which a building was rented from the Friends. The erection of the fourth public school building is spoken of as probable in the near future.

CHESTER—Supt. Foster: The teachers of this city are taking much interest in advanced courses of study. The Superintendent has two classes in Latin, and there are two other classes in algebra. One teacher is taking a course at Swarthmore College, two have evening instruction at the Drexel Institute in Philadelphia, and one is taking the correspondence course in drawing at the Boston School of Art. The monthly institutes of the city teachers are interesting and profitable. Many of the teachers have presented sketches of what they gained in visiting the Columbian Fair.

HAZLE TWP., (*Luzerne Co.*)—Supt. Mulhall: A two-room school house is in course of erection at the Hazleton Mines in place of the one recently burned down. In the meantime the school is held in one of the rooms of the Markle bank building, Hazleton. Our Local Institute went into operation this month, and from the indications of the first active meeting, it bids fair to be a success.

HOMESTEAD—Supt. Kendall: I have been granted a two weeks' leave of absence to visit the schools of New Haven and Hartford, Conn., Springfield, Mass., and Providence, R. I.

LEBANON—Supt. Boger: The recent passing through Lebanon of the Liberty Bell on its way back to Independence Hall may be regarded as an educational event. Mayor Stuart kindly reduced the speed of the train, so that all our school children could have one good look at the sacred relic. Under the guidance of their teachers and provided with flags, our pupils were arranged on both sides of the railroad for the distance of two squares. The occasion furnished an object lesson in history of rare value.

MAHANOY TWP.—Supt. Noonan: Preparations have been made for the opening of the evening schools in this district on Monday, November 20. Although this has been a year of unusually heavy expenditures, the directors feel that they are justified in incurring this additional expense. We expect an average attendance of about 300 pupils.

SHAMOKIN—Supt. Harpel: Our schools opened with an enrollment of at least 200 more than at the opening of last year; four new schools were organized to accommodate the increase. The curriculum of our High School has been revised and extended so as to meet the wants of our people. Three courses have been established: an academic, a scientific, and a commercial; and the subjects of the several courses have been grouped into departments. The instructor at the head of each department will now make a specialty of his line of work. A post-graduate course was also added to the school, and a large number of the alumni

are taking advantage of the privileges extended to them by the Board. Arbor Day was appropriately observed by the teachers and pupils of all our schools. Interesting and instructive programmes were arranged, and the rooms were neatly and tastily decorated. A large number of patrons and friends of the schools were in attendance to witness the exercises and encourage the good work. Prof. Cox, of Boston, spent some days with us to assist our teachers in the introduction of "The Normal Music Course." Both teachers and pupils are much interested in the work, and we have every reason to feel gratified with its favorable inauguration.

SHENANDOAH — Supt. Whitaker: After considerable labor during the summer vacation, we were able to begin the school term with a full supply of free text-books and supplies, all correctly marked, numbered, accounted for, and distributed. Each schoolroom has been furnished with a neat case for the safe-keeping of the books, etc. After two months' experience, we find two gratifying results: 1. The attendance has been increased; and 2. Books and supplies are kept in better condition than they were when furnished by the pupils themselves. During the month we opened a new $16,000 building, containing 6 rooms, 5 schoolrooms, and a room for the library and directors' meetings. The building is complete throughout, furnished with single desks, ample blackboard surface, and the Smead-Wills heating system. The directors' room is neatly finished in oak and nicely furnished, making a very comfortable and commodious meeting room, and contains the public school library, which we think is the finest and largest public library in this county. It contains over 3000 volumes, 1100 of which have just been added. A reference library has been added to the High School, which contains about 100 volumes.

STEELTON—Supt. McGinnes: One of the most interesting teachers' meetings held during the month was a conference of the teachers that were fortunate enough to get to the World's Fair. Prior to the meeting they were asked to make a record of some of the suggestions and impressions they received that will be of value to them in their school-work. Naturally these impressions were many and varied, and the discussion of them proved interesting and profitable. Although much was gained by an examination of the purely educational exhibits, yet doubtless the most far-reaching results will follow from the thoughts and impressions gained outside of and beyond the suggestive work in the gallery of the Liberal Arts building.

SUNBURY—Supt. Oberdorf: By resolution of the Board, the salaries of all teachers remain the same as last year, but the term was increased from eight to nine months. All the old teachers were retained; two additional schools were opened, with three new teachers in primary department, two of them graduates of High School, 1893. All are doing well. Teachers' grade meetings are held every Monday evening, immediately after close of school. The Board is progressive and liberal, ready to do all in its power for the advancement of the schools. Music has been introduced as part of the course of study in all the schools; books and charts furnished by the Board.

WILLIAMSPORT—Supt. Transeau: All the schools in the city observed Arbor Day as requested in the official circular. The exercises consisted of recitations, compositions, speeches, etc., appropriate to the occasion. A few trees were planted in one school-yard, in place of such as had died. Our school-grounds are all well planted with trees, though some years ago they were as destitute of them as is the Sahara Desert. The change was brought about by having a committee consisting of members of the School Board attend to ornamenting all our school grounds. As soon as a new school building is erected, this committee makes the necessary arrangements to have the building surrounded with shade trees.

HIGH SCHOOLS IN BOROUGHS, ETC.

AN ACT to amend the first section of an act entitled "A further supplement to an act entitled 'An act for the regulation and continuance of a system of education by common schools' approved the 8th day of May, A. D. 1854, so as to enable certain school districts to establish, maintain and operate a public high school," so as to enable boroughs not divided into wards for school purposes to establish, maintain, and operate public high schools.

SECTION 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met and it is hereby enacted by the authority of the same: That section one of the act entitled "A further supplement to an act entitled 'An act for the regulation and continuance of a system of education by common schools', approved the 8th day of May, A. D., 1854, so as to enable certain school districts to establish, maintain and operate a public high school" which reads as follows:

"SEC. 1. Be it enacted, etc., That the board of controllers of school districts which are composed of cities or boroughs divided into wards for school purposes, shall in addition to the powers and duties conferred or enjoined by the act of the 8th day of May, 1854, and the supplements thereto, possess the following powers and perform the following duties:

1. They may establish a public high school.

2. They shall admit to said public high school all children under the age of twenty-one years residing within said school district who shall be found qualified for admission thereto after having undergone such an examination as shall be prescribed by the said board of controllers; *Provided:* Said board of controllers shall have power to prescribe the terms upon which other children than those residing in said district

shall be allowed to attend said public high school.

3. They shall exercise a general supervision over said public high school, appoint all the teachers therefor, fix the amount of their salaries, and shall have power to dismiss any teacher at any time for incompetency, cruelty, negligence, immorality, or other cause; they may suspend or expel from said school all pupils found guilty, on full examination and hearing, of refractory or incorrigible bad conduct, and shall have power to make all proper regulations and rules for the government and discipline of said school.

4. Said board of controllers shall visit said public high school by at least one of their number at least once in each week, and cause the results of such visit to be entered on the minutes of said board of controllers.

5. They shall direct what branches of learning shall be taught and what books shall be used in said public high school.

6. The said board of controllers shall not employ any person as teacher in said public high school unless such person shall produce such a certificate as would entitle him or her to teach in the ward schools, which certificate shall set forth the branches of learning which the holder thereof is qualified to teach, and provided no teacher shall be employed in teaching any branch of learning other than those enumerated in his or her certificate.

7. The said board of controllers shall maintain and operate said public high school not exceeding ten months in each year, and shall pay all the necessary expenses thereof by drafts on the treasurer of said board signed by the president and attested by the secretary thereof.

8. They shall have power to purchase, procure and hold such real and personal property as may be necessary for the establishment and support of said public high school, and the same to sell, alien and dispose of when no longer necessary for the purposes aforesaid; *Provided*, Said real estate shall not exceed one hundred thousand dollars.

9. They shall cause suitable lots of ground to be procured and suitable buildings to be erected thereon for the accommodation of said public high school, and shall keep the same in repair, and shall cause to be rented a suitable building for the temorary accommodation of said public high school until a suitable permanent building can be obtained.

10. Whenever said board of controllers shall be enabled to procure an eligible site for the erection of said public high school by agreement of the owner or owners of the land, it shall and may be lawful for said board of controllers to enter upon and occupy sufficient ground for such purposes; but before doing so said board of controllers shall tender to such owner or owners the bond of said school district conditioned for the payment of the damages suffered by such owner or owners by reason of such entry and occupancy when fully ascertained; if the owner refuse to accept said bond, or cannot be found, or is not *sui juris*, the same shall then be presented to the court of common pleas of the proper county for its approval after notice to the property owner by advertisement in a newspaper of said county at least once a week for three weeks. Upon the approval of said bond and its being filed, the right of said board of controllers to enter upon said land shall be complete.

Either said board of controllers or said owner or owners of said land may, within twenty days from the approval of said bond, apply by petition to the court of common pleas of the proper county for the appointment of viewers, and thereupon said court shall appoint three disinterested citizens of said county, and not owners of property or residents of said school district, and appoint a time, not less than twenty nor more than thirty days thereafter, when the said viewers shall meet upon and view said premises, of the time of which meeting ten days' notice shall be given to the viewers and the opposite party, and the said viewers or any two of them having been first sworn or affirmed faithfully, justly and impartially to decide and a true report to make concerning all matters and things to be submitted to them, and having viewed the premises and having made a just and fair computation of the advantages and disadvantages, shall estimate and determine whether any and, if any, what amount of damages has been or may be sustained and to whom payable, and make report thereof to said court, and when the damages are finally ascertained, either by the confirmation of said report by the court or the verdict of the jury, judgment shall be entered thereon, and, if the amount thereof shall not be paid within thirty days from the entry of such judgment, execution may issue thereon as in other cases of judgment against school districts; and such viewers shall each be entitled to the sum of one dollar and fifty cents for each day necessarily employed in the performance of the duties herein prescribed, to be paid by the school district.

11. The councils of any such city or borough referred to in the first section of this act shall at any time, not oftener than once in each school year, levy a special tax for such amount as the said board of controllers may by resolution duly passed fix and determine, to be called "The public high school building tax," not exceeding the amount of one mill in any one year, to be applied solely to the purpose of purchasing or paying for the ground and the erection of a school building thereon and the repair of the same, which tax shall be levied and collected at the same time and in the same manner and with like authority as other taxes are levied and collected for school purposes in the respective districts to which this act shall apply.

12. That for the purpose of erecting such school building, or purchasing or procuring grounds whereon to erect such school buildings as provided by this act, it shall be lawful for said board of controllers to borrow money at a rate of interest not exceeding six per centum, and issue bonds therefor in sums not less than one hundred dollars, which bonds may be registered in such manner as the said board of controllers may hereafter provide," shall be and the same is hereby amended so as to read as follows:

That the board of controllers or directors of school districts which are composed of cities or boroughs not divided into wards for school purposes having a population of five thousand or

over, shall, in addition to the powers and duties conferred or enjoined by the act of the eighth day of May, one thousand eight hundred and fifty-four, and the supplements thereto, possess the following powers and perform the following duties:

1. They may establish a public high school.

2. They shall admit to said public high school all children under the age of twenty-one years residing within said school district who shall be found qualified for admission thereto after having undergone such an examination as shall be prescribed by the said board of controllers; *Provided:* Said board of controllers or directors shall have power to prescribe the terms upon which other children than those residing in said district shall be allowed to attend said public high school.

3. They shall exercise a general supervision over said public high school, appoint all the teachers therefor, fix the amount of their salaries, and shall have power to dismiss any teacher at any time for incompetency, cruelty, negligence, immorality or other cause; they may suspend or expel from said school all pupils found guilty, on full examination and hearing, of refractory or incorrigible bad conduct, and shall have power to make all proper regulations and rules for the government and discipline of said school.

4. Said board of controllers or directors shall visit said public high school, by at least one of their number, at least once in each week, and cause the result of such visit to be entered on the minutes of said board of controllers.

5. They shall direct what branches of learning shall be taught and what books shall be used in said public high school.

6. The said board of controllers or directors shall not employ any person as teacher in said public high school unless such person shall produce such a certificate as would entitle him or her to teach in the ward schools, which certificate shall set forth the branches of learning which the holder thereof is qualified to teach, and provided no teacher shall be employed in teaching any branch of learning other than those enumerated in his or her certificate.

7. The said board of controllers or directors shall maintain and operate said public high school not exceeding ten months in each year, and shall pay all the necessary expenses thereof by drafts on the treasurer of said board, signed by the president and attested by the secretary thereof.

8. They shall have power to purchase, procure and hold such real and personal property as may be necessary for the establishment and support of said public high school, and the same to sell, alien and dispose of when no longer necessary for the purposes aforesaid; *Ptovided:* Said real estate shall not exceed one hundred thousand dollars.

9. They shall cause suitable lots of ground to be procured, and suitable buildings to be erected thereon, for the accommodation of said public high school; and shall keep the same in repair, and shall cause to be rented a suitable building for the temporary accommodation of said public high school until a suitable permanent building can be obtained.

10. Whenever said board of controllers or directors shall be unable to procure an eligible site for the erection of said public high school by agreement of the owner or owners of the land, it shall and may be lawful for said board of controllers or directors to enter upon and occupy sufficient ground for such purpose, but before doing so said board of controllers or directors shall tender to such owner or owners the bond of said school district, conditioned for the payment of the damages suffered by said owner or owners by reason of such entry and occupancy when finally ascertained; if the owner refuse to accept said bond, or cannot be found, or is not *sui juris*, the same shall then be presented to the court of common pleas of the proper county for its approval, after notice to the property owner by advertisement in a newspaper of said county at least once a week for three weeks. Upon the approval of said bond and its being filed, the right of said board of controllers or directors to enter upon said land shall be complete.

Either said board of controllers or directors, or said owner or owners of said land may within twenty days from the approval of said bond apply by petition to the court of common pleas of the proper county for the appointment of viewers; and thereupon said court shall appoint three disinterested citizens of said county, and not owners of property or residents in said school district, and appoint a time, not less than twenty or more than thirty days thereafter, when said viewers shall meet upon and view said premises; of the time of which meeting ten days' notice shall be given to the viewers and the opposite party, and the said viewers or any two of them having been first duly sworn or affirmed faithfully, justly, and impartially to decide and a true report to make concerning all matters and things to be submitted to them, and having viewed the premises, and having made a just and fair computation of the advantages and disadvantages, shall estimate and determine whether any and, if any, what amount of damages has been or may be sustained, and to whom payable, and make report thereof to said court; and when the damages are finally ascertained, either by the confirmation of said report by the court or the verdict of the jury, judgment shall be entered thereon, and, if the amount thereof shall not be paid within thirty days from the entry of such judgment, execucution may issue thereon as in other cases of judgment against school districts; and such viewers shall each be entitled to the sum of one dollar and fifty cents for each day necessarily employed in the perrformance of the duties herein prescribed, to be paid by the school district.

11. The councils of any such city or boroughs divided into wards for school purposes referred to in the first section of this act shall at any time, not oftener than once in each school year, levy a special tax for such amount as the said board of controllers or directors may by resolution duly passed fix and determine, to be called "The public high school building tax," not exceeding the amount of one mill in any one year; boroughs not divided into wards for school purposes mentioned in this act shall levy and collect said high school tax as they levy and collect other school tax, without the inter-

vention of the borough council aforesaid, to be applied solely to the purpose of purchasing or paying for the ground and the erection of a school building thereon and the repair of the same, which tax shall be levied and collected at the same time and in the same manner and with like authority as other taxes are levied and collected for school purposes in the respective districts to which this act shall apply

12. That, for the purpose of erecting such school building or purchasing or procuring ground whereon to erect such high school building as provided by this act, it shall be lawful for said board of controllers or directors to borrow money at a rate of interest not exceeding six per centum, and issue bonds therefor in sums not less than one hundred dollars, which bonds may be registered in such manner as the said board of controllers or directors may hereafter provide; *Provided:* That this act shall not apply to school districts governed by special act of Assembly.

Approved the 26th day of May, A. D. 1893.

ROBERT E. PATTISON.

PERMANENT CERTIFICATES GRANTED.

1893.

No.	Name.	Post-office.	County.	Date. 1893.
6185	M. J. Kettrick	Scranton	Lackaw'nna	Jan. 30
6186	Lois Lancton	"	"	" 30
6187	Kate McCawley	"	"	" 30
6188	Mary Freeman	"	"	" 30
6189	Lizzie G. Hastings	Dunmore	"	" 30
6190	Kate B. Welsh	Scranton	"	" 30
6191	Ella T. Murray	"	"	" 30
6192	Eliza Jordan	"	"	" 30
6193	Kate Hines	Waymart	"	" 30
6194	P. M. Becker	York	York	" 30
6195	Milton C. Swigart	McVeytown	Mifflin	Mar. 20
6196	Margaret McGee	Audenreid	Carbon	" 20
6197	John W. Love	Peely	Luzerne	" 20
6198	Francis Nesbit	Plymouth	"	" 20
6199	H. H. Rhinier	Marticville	Lancaster	" 20
6200	Anna B. Urban	Conestoga	"	April 3
6201	Belle T. McCull'gh	Columbia	"	" 3
6202	C. A. Weaver	Elizabethtown	"	" 3
6203	G. B. O. Felty	Millersville	"	" 3
6204	Fanny C. Grove	Marietta	"	" 3
6205	Martin E. Brenner	Safe Harbor	"	" 4
6206	J. H. McLaughlin	Leacock	"	" 3
6207	E. C. Diehl	Chickies	"	" 3
6208	Minnie Houder	East Earl	"	" 3
6209	Martha Scott	Colerain	"	" 3
6210	Sarah J. Turner	Marietta	"	" 3
6211	Isabella Patterson	Spruce Grove	"	" 3
6212	Salome Carpenter	Lancaster	"	" 3
6213	Lizzie Heleina	Manheim	"	" 3
6214	Ella Barry	Johnstown	Cambria	" 5
6215	A. V. Gibson	Conemaugh	"	" 5
6216	R. D. Foreman	Centre Hall	Centre	" 5
6217	W. B. Haines	Blanchard	"	" 5
6218	Anna Sanderson	Lititz	Lancaster	" 10
6219	A. U. Lesher	Sporting Hill	"	" 10
6220	Mabel Diffenderfer	New Holland	"	" 10
6221	J. E. Auman	Mifflintown	Juniata	" 11
6222	Alice Van Omer	McAlisterville	"	" 11
6223	Laura T. Shelley	"	"	" 11
6224	Emma O Davis	"	"	" 11
6225	Maggie R. Kinzer	East Salem	"	" 11
6226	Katie Horton	Sheffield	Warren	" 17
6227	Kate L. Marsh	Ackley	"	" 17
6228	Aug'a L. Hultman	Titusville	Crawford	" 17
6229	Kate G. Brogan	Ackley	Warren	" 17
6230	D. L. Brady	Sugar Greve	"	" 17
6231	Eliz'h M. Weidman	Lebanon	Lebanon	" 18
6232	Mary Beard	"	"	" 18
6233	Ettie Evans	"	"	" 18
6234	Kate H. Schools	"	"	" 18
6235	Emma L. Reinœhl	"	"	" 18
6236	Sarah E. Gallagher	"	"	" 18
6237	Ida Kreider	"	"	" 18
6238	Emma L. Gettle	Lebanon	Lebanon	April 18
6239	John F. Light	Annville	"	" 18
6240	Will F. Hovis	Wesley	Venango	" 18
6241	Jennie M. Steffie	Seneca	"	" 18
6242	S. E. Domer	Floyd	"	" 18
6243	Alice M. Alcorn	Titusville	Crawford	" 18
6244	Hattie Henderson	Franklin	Venango	" 18
6245	Samuel D. Hanley	Smith's Ferry	Beaver	" 24
6246	Harry D. Moore	Beaver	"	" 24
6247	Rila N. Baker	New Brighton	"	" 24
6248	Ina Barnes	Beaver Falls	"	" 24
6249	Sarah B. Willett	Troy	Bradford	" 24
6250	Robert B. Allen	Le Raysville	"	" 24
6251	Minnie E. Torry	Troy	"	" 24
6252	Lina F. Kram	Towanda	"	" 24
6253	Charles M. Hornet	Hornet's Ferry	"	" 24
6254	Elmer E. Sumner	Lime Hill	"	" 24
6255	Myra E. Jackson	Apollo	Armstrong	" 24
6256	E. W. Hall	Worthington	"	" 24
6257	Ada R. Dyess	Leechburg	"	" 24
6258	Delphia Henderson	Kittanning	"	" 24
6259	W. H. Hooks	Mahoning	"	" 24
6260	J. H. McFarland	Rural Valley	"	" 24
6261	S. E. Ambrose	"	"	" 24
6262	Margaret Finley	Kittanning	"	" 24
6263	C. R. Davison	Cowansville	"	" 24
6264	M. E. Thomson	"	"	" 24
6265	Lizzie H. Wilkins	Ford City	"	" 24
6266	Charles N. March	Pottsgrove	Northumb'd	" 25
6267	C. C. Billmeyer	Limestone	Montour	" 25
6268	Benj L. Diehl	Danville	"	" 25
6269	Agnes Carpenter	Atwood	Indiana	" 26
6270	Etta M. Worth	Indiana	"	" 26
6271	Sallie Curtis	Blairsville	"	" 26
6272	A. N. Gahagan	Loop	"	" 26
6273	W. A. Donahey	Utah	"	" 26
6274	J. F. Hancock	Smathers	"	" 26
6275	Sam. H. Hughes	Indiana	"	" 26
6276	C. C. Kelso	New Wilmington	Lawrence	May 9
6277	Retta Johnston	New Castle	"	" 9
6278	Maggie A. Balph	"	"	" 9
6279	Lydia Paisley	"	"	" 9
6280	Fannie Cavanaugh	Cyclone	McKean	" 10
6281	Kate L. Norris	Bradford	"	" 10
6282	Theresa Roach	"	"	" 10
6283	Lizzie Cummings	Rixford	"	" 10
6284	Mary McManus	Bradford	"	" 10
6285	Lydia E. Amman	Mt. Oliver	Allegheny	" 10
6286	Mary J. Bell	Braddock	"	" 10
6287	Sarah B. Coyle	Sharpsburg	"	" 10
6288	Bessie Hardie	Bennett	"	" 10
6289	Sadie Seibert	Wilkinsburg	"	" 10
6290	Nannie J. McLean	Logan's Ferry	"	" 10
6291	Mary D. Dennis	Chartiers	"	" 10
6292	Ella Dennis	"	"	" 10
6293	Mary J. Lang	Fetterman	"	" 10
6294	Ella F. Kennedy	Mount Lebanon	"	" 10
6295	Annie E. Richard'n	McKeesport	"	" 10
6296	Maude Robinson	"	"	" 10
6297	Sue Dodds	"	"	" 10
6298	Margery Carroll	"	"	" 10
6299	Flora S. White	"	"	" 10
6300	Jean H. Donaldson	Bavington	Washington	" 10
6301	Jennie Gilliland	West Middlesex	Mercer	" 15
6302	Anna T. Brown	Greenville	"	" 15
6303	Ella Porter	Connellsville	Fayette	" 15
6304	J. W. Workman	New Haven	"	" 15
6305	Lizzie A. Black	Smithfield	"	" 15
6306	W. L. Stroup	Pigeon	Forest	" 15
6307	Alice Burtwell	Chester	Delaware	" 15
6308	Hattie E. Crozier	Glen Riddle	"	" 15
6309	Minnie M. Graul	Lima	"	" 15
6310	L. M Greenwood	Chester	"	" 15
6311	Alice B. Gooley	Thurlow	"	" 15
6312	Ella M. Hall	Village Green	"	" 15
6313	Edna Hall	Chester	"	" 15
6314	Gertrude M. Haas	"	"	" 15
6315	Eliza'h H. Johnston	Moore	"	" 15
6316	Charlotte Long	Chester	"	" 15
6317	Lida E. Merkel	Thurlow	"	" 15
6318	Mary B. Nelling	Elwyn	"	" 15
6319	Marcella A. Reilly	Thurlow	"	" 15
6320	Ella G. Shepard	Llanwellyn	"	" 15
6321	Margaret R. Wilson	Oxford	Chester	" 16
6322	Emma D. Trimble	Anselma	"	" 16
6323	Cora E. Elliott	Landenburg	"	" 16
6324	Helen W. Robinson	West Chester	"	" 16
6325	Georgia S. Hannum	Longwood	"	" 16
6326	Elizab'th A. Mahan	Romansville	"	" 16
6327	E. Kate Trego	Brandw'e Manor	"	" 16
6328	R. S. Van Haagen	Rutledge	"	" 17
6329	M. Kate Fisher	Norristown	Montgom'ry	" 23

No.	Name.	Post-Office.	County.	Date. 1893.
6330	Han'h M. Gerhard	Norristown. . .	Montgom'ry	May 23
6331	C. Elberta Davis.	Mont Clare. . .	"	" 23
6332	William D. Beyer.	Norristown. . .	"	" 23
6333	E. S. Powell . . .	Fallston	Beaver. . .	" 23
6334	George M. Scott .	Rutan	Greene. . .	" 23
6335	Wm.F. Sharpneck	Rice's Landing.	" . . .	" 23
6336	Amanda L. Hoge	Oak Forest. . .	" . . .	" 23
6337	Floe Rinehart . .	Waynesburg . .	" . . .	" 23
6338	Margie Shriver. .	" . .	" . . .	" 23
6339	E. M. Everly. . .	Davistown . . .	" . . .	" 23
6340	Eva Denison. . .	Forkston. . . .	Wyoming .	" 24
6341	Eliza Hope. . . .	Lovelton. . . .	" .	" 24
6342	George G. Gay. .	Suttee	" .	" 24
6343	Angie Sherwood .	Meshoppen. . .	" .	" 24
6344	Mary Armstrong .	Factoryville . .	" .	" 24
6345	Madge Hope. . .	Lovelton. . .	" .	" 24
6346	Margaret Murphy.	Cameron. . . .	Cameron. .	" 25
6347	Jennie E. Davis .	Harrisburg. . .	Dauphin. .	" 27
6348	Mary E. Edwards.	" . . .	" . .	" 27
6349	Lily Frank. . . .	" . . .	" . .	" 27
6350	Minnie E. Gotta .	" . . .	" . .	" 27
6351	Eliz. Graybill. . .	" .	" . .	" 27
6352	Lottie R. Haehnlen	" . . .	" . .	" 27
6353	Carrie E. Hess. .	Steelton	" . .	" 27
6354	Kate S. Hess. . .	"	" . .	" 27
6355	Annie K. Horting.	Harrisburg. . .	" . .	" 27
6356	E. B. Kaufman. .	" . . .	" . .	" 27
6357	Clara L. Meredith	" . . .	" . .	" 27
6358	Anna M. Midlam.	" . . .	" . .	" 27
6359	Rebecca Orth. . .	" . . .	" . .	" 27
6360	Eliz. J. Price . .	Hummelstown .	" . .	" 27
6361	Minnie E. Sample.	Harrisburg. . .	" . .	" 27
6362	Mary Shriner . .	" . . .	" . .	" 27
6363	Ida M. Stewart .	" . . .	" . .	" 27
6364	Kate M. Straede .	" . . .	" . .	" 27
6365	Sadie B. Truby .	Steelton	" . .	" 27
6366	Anna M. Walzer .	Harrisburg. . .	" . .	" 27
6367	Annie L. Weitmyer	" . .	" . .	" 27
6368	D. Bemesderfer .	Derry Church. .	" . .	" 27
6369	L.H. Hollingsw'th	" .	" . .	" 27
6370	Leonard L. Johnson	Steelton . . .	" . .	" 27
6371	Morris H. Layton.	Harrisburg. . .	" . .	" 27
6372	How. H. Simmons	Steelton	" . .	" 27
6373	John B. Fortney .	Tusseyville. . .	Centre. . .	" 27
6374	George E. Shaw .	Clairville. . . .	Bedford . .	" 27
6375	E. F. Redinger .	Chaneysville. .	" . .	" 27
6376	Isaac D. Gibbel .	Crosskill Mills .	Berks . . .	" 27
6377	C. W. Henninger.	Shubert's. . . .	" .	" 27
6378	How. C. Rathman.	Knauer's. . . .	" . . .	" 27
6379	Mil.T. Dieffenbach	Crosskill Mills .	" . . .	" 27
6380	John B. Heinz . .	Leinbach's. . .	" . . .	" 27
6381	Isaac Krick . . .	Hamburg . . .	" . . .	" 27
6382	Reuben D. Wenrich	Wernersville. .	" . . .	" 27
6383	Alvin F. Ruppert.	New Jerusalam	" . . .	" 27
6384	Elwood G. Krause	Klinesville . . .	" . . .	" 27
6385	Milton S. Leiby .	" . . .	" . . .	" 27
6386	Ed. Himmelberger	Straustown. . .	" . .	" 27
6387	Howard S. Madeira	Shoemakersville.	" . . .	" 27
6388	William F. Bigony	Mohn's Store. .	" . . .	" 27
6389	Per'lC. W. Clemens	Bethel	" . . .	" 27
6390	Newt. T. Bollinger	Pleasant Hall. .	Franklin. .	" 27
6391	H. N. Creamer. .	" .	" . .	" 27
6392	W. C. Bishop . .	Chambersburg .	" . .	" 27
6393	W. H. Brown . .	Upper Strasburg	" . .	" 27
6394	Wm. E. Swanger.	Lurgan	" . .	" 27
6395	D. H. Cramer . .	Orrstown . . .	" . .	" 27
6396	D. C. Rolar . . .	Roxbury. . . .	" . .	" 27
6397	W. G. Cleppinger	Lurgan . . .	" . .	" 27
6398	Mary M. Rhone .	Orrstown . . .	" . .	" 27
6399	N. M. Hafer. . .	Lemaster's. . .	" . .	" 27
6400	Sue A. McCullough	" . .	" . .	" 27
6401	G. D. Brewer . .	Sylvan.	" . .	" 27
6402	John L. Finafroc	St. Thomas . .	" . .	" 27
6403	J. E. Maxhimer .	" . .	" . .	" 27
6404	S. H. Snider . . .	Chambersburg .	" . .	" 27
6405	Tirzah Hashinger.	Fannettsburg. .	" . .	" 27
6406	Marg't Rosenberry	Richmond . . .	" . .	" 27
6407	Ida C. Mowery. .	Mowersville . .	" . .	" 27
6408	Ida R. McMillan.	Lancaster . . .	Lancaster. .	" 31
6409	Katie Carr	Wanamie . . .	Luzerne . .	" 27
6410	Sara Richards . .	" . . .	" . .	" 27
6411	Annie A. Roach .	" . . .	" . .	" 27
6412	B. De'a McCormick	Ashley.	" . .	" 27
6413	Helen Merrick . .	E. Mauch Chunk	Carbon . .	" 27
6414	Howard C. Kifer.	Adamsburg . .	Westmorel'd	" 27
6415	A. C. Snively . .	Acme	"	" 27
6416	Maggie M. Kuhns.	Youngstown . .	"	" 27
6417	J. F. Bair	Markle	"	" 27
6418	J. S. Weaver. . .	Mendon	"	" 27
6419	Lewis J. Baker. .	Bouquet	"	" 27
6420	J. K. Johnston. .	Markle.	"	" 27
6421	M.E. McWhinney	Shear's X Roads	"	" 27
6422	Myrtle Green. . .	Murrysville . .	Westmorel'd	May 27
6423	Anna V. Armstrong	Leechburg. . .	Armstrong.	" 27
6424	Emma Eckert . .	Greensburg . .	Westmorel'd	" 27
6425	M. S. Crise. . .	Mendon	"	" 27
6426	A. C. McDivitt. .	Oakland X Ro'ds	"	" 27
6427	Anna Slonaker . .	Shearer's X R'ds	"	" 27
6428	Irma Dickey. . .	Jeannette . . .	"	" 27
6429	Tillie Peterson . .	Ligonier	"	" 27
6430	Minnie J. Fredrick	Irwin	"	" 27
6431	Ina D. Keifer .	"	"	" 27
6432	M. Alice Hindman	"	"	" 27
6433	Ella Halferty. . .	West Fairfield .	"	" 27
6434	Maggie A. Jones .	Ingleside. . . .	"	" 27
6435	Cora Deemer. . .	Greensburg . .	"	" 27
6436	Geo. M. Altshouse	Cribbs.	"	" 27
6437	W. D. Wright . .	Armburst . . .	"	" 27
6438	Lizzie Ross. . . .	Youngstown . .	"	" 27
6439	D. S. Sutman . .	West Newton .	"	" 27
6440	J. W. Hoenshell .	" .	"	" 27
6441	W. L. Medsgar. .	Jacob's Creek .	"	" 27
6442	Minnie McClelland	Manor.	"	" 27
6443	Jessie M. Williams	Jones' Mills . .	"	" 27
6444	Alice J. Luther. .	New Florence .	"	" 27
6445	Eleanor B. Evans	New Stanton. .	"	" 27
6446	Lizzie A. Wilson .	Derry Station .	"	" 27
6447	Ida Lawson . . .	West Newton .	"	" 27
6448	Lizzie M. Kuhns .	" .	"	" 27
6449	Maggie A. Carney	Seward	"	" 27
6450	Alta K. Loomis .	Mt. Pleasant. .	"	" 27
6451	Harriett Pool . .	" .	"	" 27
6452	Lydia S. Bossart .	Derry Station .	"	" 27
6453	Mary S. Wagner .	Harrison City .	"	" 27
6454	Jennie Huston . .	West Fairfield .	"	" 27
6455	Maggie Snyder. .	Greensburg. . .	"	" 27
6456	Lib'e E. McQuaide	" . .	"	" 27
6457	Lau. M. McQuaide	" . .	"	" 27
6458	W. W. Campbell.	Mt. Pleasant . .	"	" 27
6459	Annie Kell. . . .	Greensburg. . .	"	" 27
6460	Geo. W. Thompson	Stahlstown. . .	"	" 27
6461	George A. Walker.	Leechburg. . .	Armstrong.	" 27
6462	Daniel H. Singer.	Elizabethtown .	Lancaster .	" 27
6463	Minnie N. Hartz .	Palmyra	Lebanon. .	" 27
6464	Enos S. Gerberich.	"	" .	" 27
6465	D. M. Speck . . .	East Hanover .	" .	" 27
6466	Am'nH. Brubacher	Bismark . . .	" .	" 27
6467	Aaron Ginder . .	Campbellstown .	" .	" 27
6468	H. D. Bordner. .	Lickdale. . . .	" .	" 27
6469	Aug's S. Hibshman	Mt. Zion. . . .	" .	" 27
6470	M. E. Bodenhorn.	Annville . . .	" .	" 27
6471	Kate C. McNeal .	Three Springs .	Huntingdon	" 31
6472	Samuel J. Dale. .	Warrior's Mark.	"	" 31
6473	S. L. Brooks . . .	Vanderbilt . . .	Fayette . .	June 10
6474	Bessie Burns . . .	Clear View. . .	" . .	" 12
6475	Martha Kiefer . .	Mt. Carmel . .	Northumb'd	July 10
6476	D. W. Kehler . .	" . . .	"	" 10
6477	E. W. Snyder . .	Shamokin . . .	"	" 10
6478	Mary C. Mattie .	Hickory Corner.	"	" 10
6479	John Bennett. . .	Shamokin . . .	"	" 10
6480	William L. Kramer	Trevorton . . .	"	" 10
6481	W. E. Shellenberg'r	" . . .	"	" 10
6482	Mary Bucher. . .	Milton	"	" 10
6483	Hattie G. Lamm.	"	"	" 10
6484	Kate Bogle. . . .	"	"	" 10
6485	Andrew Kurtz . .	" . . .	"	" 10
6486	Mary A. Mullen .	Archibald . . .	Lackaw'nna	" 10
6487	Maria E. Moran .	" . . .	"	" 10
6488	Ma'y E. McAndrew	Pickville . . .	"	" 10
6489	Eliza A. Ruddy .	Scranton. . . .	"	" 10
6490	Nellie A. Ruddy .	" . . .	"	" 10
6491	Nellie Kirby . . .	" . . .	"	" 10
6492	Sara A. Jones . .	" . . .	"	" 10
6493	May Anthony . .	" . . .	"	" 10
6494	Fannie Atkinson .	" . . .	"	" 10
6495	Kate Smith . .	" . . .	"	" 10
6496	Hattie M. Smith .	" . . .	"	" 10
6497	James E. Watkins	Taylor.	"	" 10
6498	May Campbell . .	Scranton. . . .	"	" 10
6499	Rachel Jones. . .	" . . .	"	" 10
6500	Cora C. Storm . .	" . . .	"	" 10
6501	Marg. Murphy. .	" . . .	"	" 10
6502	Kate Murphy . .	" . . .	"	" 10
6503	Maria Walsh. . .	" . . .	"	" 10
6504	Bridget C. Durkin	" . . .	"	" 10
6505	Bridget L. Gibbons	" . . .	"	" 10
6506	Minnie Rafter . .	" . . .	"	" 10
6507	Hattie Harvey . .	Dunmore . . .	"	" 10
6508	F. L. Thompson .	Schulzville. . .	"	" 10
6509	Jennie T. Langan	Scranton. . . .	"	" 10
6510	Martha Thomas .	" . . .	"	" 10
6511	Julia Blewitt. . .	" . . .	"	" 10
6512	Ellie Mulholland.	Jermyn	"	" 10
6513	Kate T. Mullen .	"	"	" 10

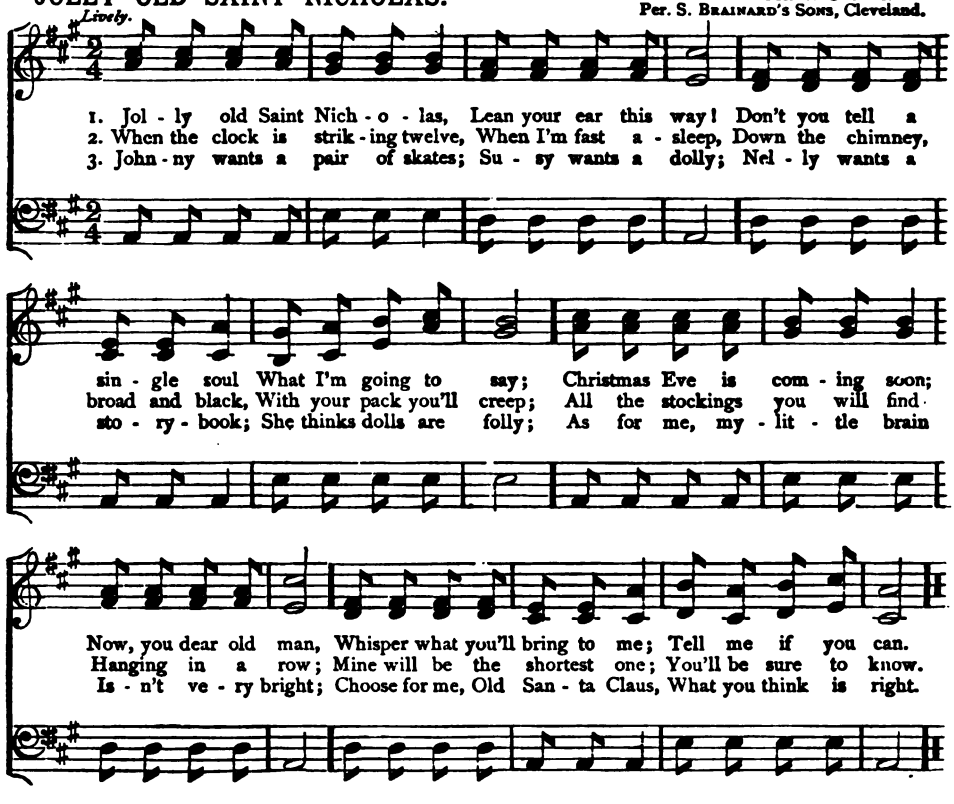
SANTA CLARA COU TEACHERS

No.	Name.	Post-Office.	County.	Date. 1893.
6514	Ellen Farrell . . .	Nayaug	Lackaw'nna	July 10
6515	Elizab'h A. Mahon	Olyphant . . .	"	" 10
6516	Mary E. Martin .	" . . .	"	" 10
6517	Kate Greensted .	Scranton. . . .	"	" 10
6518	Anna E. Boyd . .	" . . .	"	" 10
6519	Ida Cahoon . . .	" . . .	"	" 10
6520	Mary Messersmith	" . . .	"	" 10
6521	R. H. Martin . .	Mayfield. . . .	"	" 10
6522	Kate T. Lavelle .	Scranton. . .	"	" 10
6523	Eliza B. Gaughen.	" . . .	"	" 10
6524	Brid't A. Donnelly	Peckville. . . .	"	" 10
6525	Kate G. O'Malley.	Scranton. . . .	"	" 10
6526	N. F. Fitzpatrick.	Pottsville . . .	Schuylkill .	" 10
6527	Sallie M. Pollard.	" . . .	" .	" 10
6528	Alice Cooper. . .	Tamaqua. . . .	" .	" 10
6529	Anna Kleckner. .	" . . .	" .	" 10
6530	Sallie E. Watkins.	Mahanoy City .	" .	" 10
6531	Net. M. McInerney	" .	" .	" 10
6532	Delia B. Murphey	" .	" .	" 10
6533	James E. Flynn .	Mahanoy Plane.	" .	" 10
6534	Mary A. Bachman	Tamaqua . . .	" .	" 10
6535	Han'h M. Streeper	Pottsville . . .	" .	" 10
6536	Sadie Daniell . .	Shenandoah . .	" .	" 10
6537	Sallie A. Price . .	Minersville. . .	" .	" 10
6538	Sallie Fadden . .	Shenandoah . .	" .	" 10
6539	Carrie F. Kramer.	Minersville. . .	" .	" 10
6540	G. S. Maurer . .	Lavelle	" .	" 10
6541	Ellen Flemming .	Donaldson . . .	" .	" 10
6542	Jane Costello . .	Girard'ville. . .	" .	" 10
6543	C. C. Keller . . .	Fearnot	" .	" 10
6544	Edwin Matz . . .	Barnesville. . .	" .	" 11
6545	Maggie Brehony .	Mahanoy Plane.	" .	" 11
6546	Michael J. Martin	Palo Alto . . .	" .	" 11
6547	Mary M. Burns .	Girardville. . .	" .	" 11
6548	Agnes Stein . . .	Shenandoah . .	" .	" 11
6549	Bridget V. Barrett	Girardville. . .	" .	" 11
6550	Ella S. Donahoe .	Tremont. . . .	" .	" 11
6551	Lina Rohrbach. .	" . . .	" .	" 11
6552	Mary C Collins .	Port Carbon . .	" .	" 11
6553	Lizzie Cullen. . .	" . . .	" .	" 11
6554	Clara J. Gehres .	Lewellyn . . .	" .	" 11
6555	Jas. F. Cannon .	Ashland	" .	" 11
6556	Olive S. Bassatt .	Allegheny . . .	Allegheny .	" 11
6557	Jennie D. Dalzell.	" . . .	" .	" 11
6558	Alice W. Short . .	Pittsburgh. . .	" .	" 11
6559	Emma M. Lang .	Avalon	" .	" 11
6560	Thomas S. March	Clearfield. . . .	Clearfield .	" 11
6561	T. L. Wall . .	Grampion Hills.	" .	" 11
6562	Vina Sweeny. . .	Du Bois	" .	" 11
6563	Lutie E. Martin .	" . . .	" .	" 11
6564	Janet Paterson. .	Clearfield . . .	" .	" 11
6565	Emma Hoffman .	Dushore	Sullivan . .	" 11
6566	Morgan Gavitt .	Laporte	" . .	" 11
6567	F. P. Bish . . .	Adams.	Armstrong.	" 11
6568	L. D. Smith . .	Tylersburg. . .	Clarion . .	" 11
6569	Nettie Wdaver. .	Williamsport. .	Lycoming .	" 11
6570	Sarah F. Hammond	" . .	" .	" 11
6571	I. R. Pratt. . . .	" . .	" .	" 11
6572	Estella Rockwelt.	" . .	" .	" 11
6573	Cora M. Ganonng.	" . .	" .	" 11
6574	Lomie S. Bryner .	New Germanto'n	Perry . . .	" 11
6575	Annie M. Miller .	Duncannon . .	" . . .	" 11
6576	Geo. A. Rumbaugh	Millerstown . .	" . . .	" 11
6577	Anna B. Stephens'n	Eldersville . . .	Washington	" 11
6578	Lennie L. Maris .	Paris	"	" 11
6579	T. S. Gans. . . .	Scenery Hill . .	"	" 11
6580	H. Newton Miller	Amity	"	" 11
6581	John R. Lacock .	Ten Mile. . . .	"	" 11
6582	Samuel M. Martin	South Strabane.	"	" 11
6583	Mabel Leslie. . .	Washington . .	"	" 11
6584	Lillie G. Hanlin .	Hanling Station	"	" 11
6585	Thomas R. Bell .	England. . . .	"	" 11
6586	Jno. I. Blayney. .	West Alexander	"	" 11
6587	Samuel Gares. . .	Racine	"	" 11
6588	Jennie M. Simcox.	Midway	"	" 11
6589	Clara M. Weaver.	S. Burgettstown	"	" 11
6590	Reba C. Henderson	Houstonville. .	"	" 11
6591	James W. Grimer.	Donley	"	" 11
6592	Ada M. Moss. . .	West Alexander	"	" 11
6593	Boyd Weaver . .	Canonsburg . .	"	" 11
6594	Mary E. Lamont.	Baidland. . . .	"	" 11
6595	Catharine Walter.	Monongahela .	"	" 11
6596	Laura I. Eagieson	Washington . .	"	" 11
6597	Sophia Scofield. .	Sturgeon. . . .	Allegheny .	" 11
6598	Laura E. Scott . .	Venetia	Washington	" 11
6599	Clara Chamberlin.	Arden	"	" 11
6600	Ada S. Espy. . .	Primrose. . . .	"	" 12
6601	Minnie J. Weaver	Canonsburg . .	"	" 12
6602	H. G. Light . . .	Cleona.	"	" 12
6603	Lizzie S. Enck . .	Mechanicsburg.	Cumberland	" 12
6604	Alb't L. Brubacker	Houghestown .	"	" 12
6605	C. Herm. Devinney	Salem Church .	"	" 12
6606	Warren P. S. Otto	Huntsdale . . .	Cumberland	July 12
6607	A. H. Swartz . .	Mechanicsburg.	"	" 12
6608	John A. Sheaffer	Mooredale. . .	"	" 12
6609	Chester E. Frantz	Coplay.	Lehigh. . .	" 12
6610	Nath'l N. Benfield	Emaus.	" . .	" 12
6611	E. R. Hottle. . .	Allentown . . .	" . .	" 12
6612	Carrie E. Koons .	" . . .	" . .	" 12
6613	Margaret Adams .	Allegheny City.	Allegheny .	" 12
6614	Nettie Bair. . . .	Pittsburgh. . .	" .	" 12
6615	Alma H. Bell . .	" . . .	" .	" 12
6616	Naomi A. Black .	" . . .	" .	" 12
6617	Marg't W. Campbell	Hoboken. . . .	" .	" 12
6618	Anna Cameron. .	Pittsburgh. . .	" .	" 12
6619	Nannie Cook. . .	" . . .	" .	" 12
6620	Jennie S. Davis .	" . . .	" .	" 12
6621	Kate Dempsey. .	" . . .	" .	" 12
6622	Ida L. Frank. . .	" . . .	" .	" 12
6623	Katharine M. Floyd	" . . .	" .	" 10
6624	Kate Hayes . . .	" . . .	" .	" 12
6625	Bertha Joyce. . .	" . . .	" .	" 12
6626	Clara M. Kay . .	" . . .	" .	" 12
6627	B. A. Kay	" . . .	" .	" 12
6628	Daisy W. Lenmon	" . . .	" .	" 12
6629	Annie W. Locke .	" . . .	" .	" 12
6630	Alice H. Lowry .	" . . .	" .	" 12
6631	C. Blancha Logan	" . . .	" .	" 12
6632	Evang. V. G. Marsh	" . . .	" .	" 12
6633	Sallie Mundorf . .	" . . .	" .	" 12
6634	Bertha C. McEntee	" . . .	" .	" 12
6635	Eliza McCutcheon.	" . . .	" .	" 12
6636	Kate McCormick.	" . . .	" .	" 12
6637	Clara F. McMillen	" . . .	" .	" 12
6638	Sarah McKibbin .	" . . .	" .	" 12
6639	Ida Newell. . . .	" . . .	" .	" 12
6640	Tillie L. Norris .	" . . .	" .	" 12
6641	Blanche Riddle .	" . . .	" .	" 12
6642	Eliza L. Sergeant.	" . . .	" .	" 12
6643	Mary Skelley . .	" . . .	" .	" 12
6644	Bella Y. Wilson .	" . . .	" .	" 12
6645	Hulda M. Weimer.	" . . .	" .	" 12
6646	Mary Lavery . .	Titusville . . .	Crawford. .	" 13
6647	Sadie Mahoney .	Kerrtown . . .	" . .	" 13
6648	Jen'tte Dennington	Deckards . . .	" . .	" 13
6649	Grace L. Cushman	Cochrantown. .	" . .	" 13
6650	George E. Watson	Norrisville. . .	" . .	" 13
6651	J. G. McBride . .	Counnautville .	" . .	" 13
6652	Mata D. Allee . .	Cambridgeboro.	" . .	" 13
6653	Annetta M. Caven.	Greensburg . .	Westmorel'd	" 15
6654	J. D. Eckman . .	Sunbury. . . .	Northumb'd	" 17
6655	Kate Dooley. . .	Swatara	Schuylkill .	" 17
6656	Sadie Tovey . . .	Minersville. . .	" .	" 17
6657	George M. Evril .	Shellsburg . . .	Bedford . .	" 17
6658	Jessie W. Smiley.	Factoryville . .	Wyoming .	" 17
6659	Edward P. Hogan	Jenningsville. .	" .	" 17
6660	H. B Markley. .	Mechanicsburg.	Cumberland	" 19
6661	D. J. Driscoll . .	St. Mary's . . .	Elk	" 19
6662	Mary E. Hammond	Monongahela. .	Washington	" 29
6663	Preston Eves. . .	Millville	Columbia .	" 29
6664	Mary E McDonald	Centralia. . . .	" .	" 29
6665	Hattie Bryan . .	Pittsburgh. . .	Allegheny .	" 29
6666	Clinton N. Bauder	Aibertis	Lehigh. . .	Aug. 8
6667	Mary G. Wilson .	Pittsburgh. . .	Allegheny .	Sept. 4
6668	Alton D. Spoor .	Carversville . .	Bucks . . .	" 4
6669	Anna M. Duncan.	Bridgewater . .	" . . .	" 4
6670	William P. Sipe .	Fenton.	Butler . .	" 16
6671	Emma McLure .	Prospect. . . .	" . . .	" 16
6672	E. E. Miller . . .	Allegheny . . .	Allegheny .	" 16
6673	William F. Spidle.	Altoona	Blair . . .	" 20
6674	Benjamin F. Sandt	Easton.	Northamp'n	" 25
6675	Alice E. Lerch. .	"	" .	" 25
6676	Rosa E Trach. .	"	" .	" 25
6677	Sue E. Kahler . .	"	" .	" 25
6678	Anna M Siegfried	"	" .	" 25
6679	Elizabeth E. Pohl.	"	" .	" 25
6680	Anna E. Reed . .	"	" .	" 25
6681	Margaret C. Lucas	"	" .	" 25
6682	Fanny H. J. Allis.	"	" .	" 25
6683	Lizzie Zinn . . .	"	" .	" 25
6684	J. M. Weidknecht	"	" .	" 25
6685	Anna Losey . . .	"	" .	" 25
6686	Belle Rockafellow.	"	" .	" 25
6687	Horace J. Miller .	North Bangor .	" .	" 25
6688	Francis L. Wagner	Stone Church. .	" .	" 25
6689	Samuel H. Uhler.	Nazareth . . .	" .	" 25
6690	J. Irwin Snyder .	South Easton .	" .	" 25
6691	Sarah B. Halliwell	Bethlehem. . .	" .	" 25
6392	Carrie Beidler . .	South Easton. .	" .	" 25
6693	Lizzie Lawbach .	" .	" .	" 25
6694	Alice C. Richards.	" .	" .	" 25
6695	A. Y. Miller . . .	" .	" .	" 25
6696	Marg. McIlhaney.	Easton.	" .	" 25
6697	Herbert A. Albright	"	" .	" 25

HUMOR OF DICKENS.—As for the charities of Mr. Dickens, multiplied kindnesses which he has conferred upon us all; upon our children; upon people educated and uneducated; upon the myriads here and at home, who speak our common tongue; have not you, have not I, all of us, reason to be thankful to this kind friend who has soothed and charmed so many hours, brought pleasure and sweet laughter to so many homes; made such multitudes of children happy; endowed us with such a sweet store of gracious thoughts, fair fancies, soft sympathies, hearty enjoyments? There are creations of Mr. Dickens, which seem to me to rank as personal benefits; figures so delightful that one feels happier and better for knowing them, as one does for being brought into the society of very good men and women. The atmosphere in which these people live is wholesome to breathe in; you feel that to be allowed to speak to them is a personal kindness; you come away better for your contact with them; your hands seem cleaner from having the privilege of shaking theirs. Was there ever a better charity sermon preached in the world than Dickens' Christmas Carol? I believe it occasioned immense hospitality throughout England; was the means of lighting up hundreds of kind fires at Christmas-time; caused a wonderful outpouring of Christmas good-feeling, an awful slaughter of Christmas turkeys, and roasting and basting of Christmas beef As for this man's love of children, that amiable organ at the back of his honest head must be perfectly monstrous. All children ought to love him. I know two that do, and read his books ten times for once that they

JOLLY OLD SAINT NICHOLAS.

From "SCHOOL CHIMES."
Per. S. BRAINARD'S SONS, Cleveland.



peruse the dismal preachments of their father. I know one who, when she is happy, reads Nicholas Nickleby; when she is unhappy, reads Nicholas Nickleby; and when she has finished the book, reads it over again. This candid young critic, at ten years of age, said: "I like Mr. Dickens' books much better than your books, papa"—and frequently expressed her desire that the latter author should write a book like one of Mr. Dickens' books. Who can? Every man must say his own thoughts in his own voice, in his own way; lucky is he who has such a charming gift of nature as this, which brings all the children in the world trooping to him, and being fond of him. * * One might go on, though the task would be endless and needless, chronicling the names of kind folks with whom this kind genius has made us familiar. Who does not love the little Marchioness, and her friend Mr. Richard Swiveller? Who does not venerate the chief of that illustrious family who, being stricken by misfortune, wisely and greatly turned his attention to "coals," the accomplished, the Epicurean, the dirty, the delightful Micawber? I may quarrel with Mr. Dickens' art a thousand and a thousand times, I delight in and wonder at his genius; I recognize in it—I speak with awe and reverence—a commission from that Divine Beneficence, whose blessed task we know it will one day be to wipe away every tear from every eye. Thankfully I take my share of the feast of love and kindness which this gentle, and generous and charitable soul has contributed to the happiness of the world. I take and enjoy my share, and say a grateful benediction for the meal.—*Thackeray.*

THE
SCHOOL JOURNAL
ORGAN OF THE DEPARTMENT OF PUBLIC INSTRUCTION AND OF THE STATE TEACHERS' ASSOCIATION.

Vol. 42. JANUARY, 1894. No. 7.

EDUCATIONAL INTEREST OF THE COMMONWEALTH.

SIXTIETH ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF THE STATE OF PENNSYLVANIA.

To the Senate and House of Representatives of the Commonwealth of Pennsylvania:

GENTLEMEN: On assuming the office f Superintendent of Public Instruction, : became my first duty to commission the ecently elected superintendents, to conuct the normal school examinations, nd to carry into effect the new legislation elating to our public schools. The comiissions caused very little trouble, beause the few contests which grew out of e elections had been virtually settled y a decision of the Attorney-General, nd by the careful investigations of my redecessor. The normal school examiations involved, on the part of myself nd my deputies, the careful scrutiny of ver ten thousand pages of manuscript. he examinations for permanent certiates in the several counties bring to e Department an additional instalment f over seven thousand five hundred ages. The new legislation raised many erplexing questions in the minds of chool officers, causing a large increase of orrespondence. The distribution of the nnual appropriation of five millions, pon the basis of the new triennial assessment, and its somewhat slow disbursement, by order of the State Treasurer, who feared lest too heavy drafts during a financial crisis might embarrass the banks carrying heavy deposits of State moneys, also brought numberless letters of inquiry. The want of a trained stenographer in the Department was keenly felt—a want that would, no doubt, have been supplied long ago by the Legislature, had its attention not been concentrated upon much graver matters connected with the schools. Under the circumstances, the only way to keep the department from deteriorating, was to retain the deputies and clerks who had acquired skill and efficiency by long experience.

CERTIFICATES TO COLLEGE GRADUATES.

The law requiring the issue of permanent certificates to college graduates, brought to light a state of things truly astonishing. Under the Corporation Act of 1874, the county courts have been incorporating business colleges, schools of elocution, and other institutions of learning.

Some of these schools have, upon the basis of such charters, been conferring degrees upon students and others of very limited attainments. A lady, for instance, received the degree of B. A., who had read but five books of Cæsar, four books of Virgil, and four orations of Cicero. Arithmetic and penmanship were reported as part of her four collegiate years of study. A letter sent to the Department by the head of the institution,

abbreviates et cetera several times by the use of ect. instead of etc., and has pedagogical spelled "pedagochical," not to mention other blemishes, indicative of what Ben Jonson calls "small Latin and less Greek." Another institution was leased with its charter, and, although it is said to have less than a dozen students, and a faculty composed of the president and his wife, it has been conferring degrees from B. A. to LL. D., upon persons who are vain and weak enough to wear titles emanating from such sources. The institution even went so far as to confer a doctorate on its own president. Why should not the wife confer a degree upon her husband, and the husband upon his wife, when a state of things is threatened similar to that which was threatened in France, when a minister declared that he would create so many dukes that henceforth it should be no honor to be a duke, but a disgrace not to be a duke. At the present rate there is danger that literary degrees conferred in Pennsylvania shall become the laughing-stock of the civilized world. A member of the board of trustees of one of our theological seminaries complains that they have been distressed beyond measure at the great deficiencies manifest in the training of students with diplomas from some of these schools, masquerading before the public under high-sounding titles. A very earnest superintendent, who is himself college-bred, declares that he is obliged to reject more graduates from a given college, in the examination for provisional certificates, than he is able to pass. Sometimes, even persons graduated with honors by the institutions of this class have failed to pass the examination for a provisional certificate.

Under these circumstances, it is not surprising that superintendents and institutions of high grade, whose aim is to do honest and thorough work, entered their protest against the issue of permanent certificates to the graduates of such institutions, under the Act of May 10, 1893. An eminent lawyer warned the Department that, in view of a decision of the Supreme Court, handed down in 1838, drawing a sharp distinction between a charter to confer degrees and a charter giving the right to sue and be sued, the power to grant the latter, and not the former, being vested by law in the courts, and in view of a similar decision of the Allegheny county court, rendered since the adoption of the new constitution, it would be a misdemeanor in office for the State Superintendent to issue a permanent certificate under the Act of May 10, 1893, to the graduates of a school holding its charter from a county court. The act was, therefore, referred to the Attorney-General for his construction and advice. In an official opinion, dated October 17, 1893, he says that the State Superintendent is "not required to grant, without examination, permanent certificates under the Act of 1893, except to graduates of colleges 'legally empowered' to confer degrees, and that the general incorporation of a literary institution, under the act of 1874, does not 'legally empower' it with the right."

The only course open to the Department, therefore, is to require, as conditions for issuing the permanent certificate, the following:

1. The applicant must furnish evidence of good moral character.

2. The applicant must be twenty-one years of age, and must have taught at least three full annual terms in the public schools of the Commonwealth, after graduation.

3. The applicant must produce a certificate from the school board or boards, countersigned by the county superintendent of the same couuty where he or she last taught, showing that the said applicant has been successful as a teacher in the public schools during said term.

4. His or her course of study, leading to the degree of Bachelor of Arts (B. A.), Master of Arts (M. A.), Bachelor of Science (B. S.), Master of Science (M. S.), Bachelor of Philosophy (Ph. B.), must have embraced four collegiate years of study, exclusive of the preparatory work required by our respectable colleges for admission into the freshman class.

5. The college or university granting the diploma must have been invested with the power to confer degrees by an act of the Legislature.

The new certificate will thus be the highest in rank of all those entitling the holder to teach in the public schools of the Commonwealth. Moreover, it will serve to emphasize the difference between a full and a defective course of training, and help to save promising youths from the bitter feeling of disappointment which always saddens the hearts of those who discover, after it is too late, that their

teachers did not furnish them with the instruments and materials of thought accumulated by the ages, but sent them into the world lacking many of the weapons by which life's battles are fought and won.

GRADUATION IN PUBLIC SCHOOLS.

In close connection with the abuse of literary degrees, is the kindred tendency to graduate pupils upon the completion of all sorts of courses, and to give them diplomas in recognition thereof. A bureau has even been organized to furnish questions to school officers, and to bestow certificates that look like diplomas, upon those who are willing to pay the fees, and to take the examination. The temptation for teachers and superintendents to adopt expedients of this kind, lies in the fact that a diploma has its chief value for the undergraduate. It sets up a goal upon which he may fix his eye, toward which he may work with unflinching perseverance, and for the attainment of which he may be willing to remain at school a year or two longer. But, after it ceases to exert its influence as a motive to sustained effort, it is apt to prove a snare and a curse. It often leads the so-called graduate and his parents to believe that his education is complete, and thus puts an end to all further growth and study. Graduating exercises in the grammar grade may cause a pupil to be satisfied with that course, who might otherwise aspire to go through the high school and the college. In like manner, the high school and the college may aspire to be finishing schools, instead of pointing the brightest minds to snbsequent courses of study and reading. In fact, it may be laid down as a universal proposition, that any institution whose teaching fails to aspire a thirst for further educational advantages, is a dismal failure, and sadly needs a thorough reorganization, as well as the infusion of a different spirit.

FREE TEXT-BOOKS.

In 1892, the number of schools in which text-books were supplied free of cost to the pupils was 2,481. The Act of May 18, 1893, makes it obligatory upon school directors and controllers to purchase, out of the school fund of the district, text books and other school supplies needed, in addition to those at present in use in the hands of the pupils, or owned by the district. No legislation has, for years, so thoroughly shaken up the entire school system. The competition between the book firms proved a severe test for the integrity of their agents and the directors with whom they were dealing. To their praise be it said, no scandals or crooked dealings have come to the notice of the Department; but, after the orders were placed, many of the publishers could not furnish the books rapidly enough, hence many of the schools were somewhat embarrassed at the opening of the current school year. The beneficent results of the Free Text Book Act are visible in many of the larger towns and cities. So far as has been ascertained at the present writing, the attendance has greatly increased, especially in the upper grades. The children will no longer be kept from studying certain branches through a lack of the necessary books; nor will the boys be kept out of school, as they reach the advanced grades, because the parents are unable to purchase the text-books. The care of the books will inspire respect for public property, while the danger of infection, which some feared from soiled books, has been largely overcome by the use of paper covers, which can be cast aside and replaced by a fresh cover when a book passes into new hands. The system has not failed, except in schools whose teachers lack disciplinary power.

The free text-book law is a step towards the solution of the most momentous problem now before the people of Pennsylvania. Our industrial life attracts immigrants from foreign countries in countless numbers. Their children must be assimilated by our social and civil life, or they may drift into the criminal classes.

A compulsory law might reach some of these children, but it would be far from solving the problem. In very many cases it would cause the parents to proclaim themselves and their children paupers, thus reviving the odious distinction that was abolished with the introduction of the common school system. As long as there are more children than school seats in our growing centres of population; as long as there are children to whom no school house is accessible during the inclement winter months; as long as there are miners confronted by the alternative of sending their children to the coal breakers and giving them enough to eat, or of sending them to school and giving

them a warm place to sit in with less to eat; as long as there are children who do not have garments fit to wear to school; as long as the struggle for bread forces parents to adopt all sorts of expedients for the sake of securing employment for themselves and their children; so long something more is needed to bring all the children to school than a compulsory law upon the statute-book. Missionary effort is necessary on the part of teachers, directors and citizens in order that the causes for non-attendance may be quietly ascertained, and unostentatiously removed. The patriotic organizations, whose zeal has unfurled the Stars and Stripes before the eyes of children all over the land, can here find a field of effort worthy of their highest patriotism and their noblest aspirations. As our population increases, a compulsory law may ultimately become an absolute necessity; but, before an efficient and adequate statute can be framed and enforced, public sentiment must be prepared for it by a school census, showing how many children of the proper age are out of school, and what obstacles must be removed in order to secure their regular attendance.

THE FIVE MILLIONS.

The effect of increasing the annual appropriation to five millions, is seen in an increase of teachers' salaries, in the lengthening of the school term, and in the erection of better school houses. Marked progress has been made in the erection of school buildings, and in the purchase of libraries and apparatus. Everywhere the idea is gaining ground that the school should be made as pleasant and attractive as the home. The methods of lighting, heating and ventilating are studied by experts, and the competition between rival companies stimulates men to put their talent and genius into this branch of the work. American school furniture has been vastly improved, and is now the admiration of the civilized world. Nevertheless, school diseases, such as myopia and the over-wrought condition of the nervous system, sometimes named "Americanitis," are on the increase, and deserve careful study. This has led to the shortening of the school day to five hours in the graded schools of some cities. Nor can the increased appropriation be said to have produced the effects which ardent friends of the public schools had expected. Reference to the statistical tables shows that the resulting increase in the monthly salary of male teachers was but $1.79, and in that of female teachers only $1.63. The average increase in the length of the school term was but one-third of a month. The total increase in the cost of tuition was $701,779.83, and the decrease in the amount of tax levied for school purposes was $321,795.95. Add to these amounts the increase in the cost of building, purchasing and renting ($777,591.73) and the increase in the cost of fuel, contingencies, debts and interest paid ($1,072,277.37), and there remains a balance unaccounted for in the three million increase of the annual appropriation, amounting to $126,559.12, which must have accumulated in the treasuries of some of the districts, instead of being expended upon the improvement of the schools. Unfortunately, the spirit of progress has not permeated all parts of the Commonwealth. In too many districts the directors have yielded to the temptation to reduce the tax rate to less than a mill, and to run the schools on a cheap plan by hiring cheap teachers. The statistics on this point are startling, indeed. The total number of college graduates employed in the public schools is 284. The graduates of State Normal schools, academies and seminaries, who teach in the public schools, is 7,064. Hence, 17,991 teachers have never enjoyed the advantage of a full course of study beyond the public schools. Some of these, by private study and by partial courses at at normal and other schools, have risen to the rank of those holding professional and permanent certificates; but the startling fact remains that over half of the teachers of Pennsylvania (12,975), hold the provisional certificate, and almost a myriad of them (8,979), never had any training outside of the common schools.

The provisional certificate carries on its face the evidence that the holder's qualifications are not up to the standard in all the branches to be taught, and especially not in the theory and practice of teaching. Nor can it be expected that poor human nature shall exemplify all the virtues of the educational decalogue at salaries ranging from twelve to twenty-five dollars per month. Some future historian will record it as the marvel of the ages that, in the closing decade of the nineteenth century, many parents were willing, in the rich Commonwealth of

Pennsylvania, to entrust the education of their children into the hands of persons whose services were not considered worth the wages of a common day laborer. Indeed, one is sometimes tempted to ask: Do the schools exist for the benefit of the children, or do children come into being that there may be schools and school directors, and employment for teachers? If the latter alternative be accepted, it may be right to appoint the daughter of a citizen for the reason that he is a taxpayer, or a cripple because he has no other means of earning a livelihood, or a fellow who gets periodically intoxicated because, in this way, his relatives can most easily help him and his to bread; but, if the school exists for the child, then teachers ought to be employed and retained solely upon the basis of merit; that is, upon the basis of fitness for, and skill in, the art of instructing and training the young; and all other interests should be subordinated to the interests of the children, for whose sake schools are established and maintained. Surely, the Keystone State is rich enough, and her citizens ought to be patriotic enough, to place within the reach of her sons and daughters school advantages equal to those of her neighbor states, or any to be found in the Old World. If the million boys and girls that constitute the most precious treasure of the Commonwealth are properly educated, their skilled hands and developed brains will add untold wealth to our vast resources. In no other way can we secure protection against the skilled labor of foreign countries, with their teeming populations, ready to migrate to our shores.

STATE NORMAL SCHOOLS.

Evidently, at this time, the greatest need of the public school system is a body of trained teachers, sufficiently numerous to man all our schools, and efficient enough to rival those of every other country upon the globe. To this end, a normal school has been established in every one of the thirteen districts. The Legislature has been wisely liberal in fostering these institutions. In spite of all their shortcomings, they have been successful, not only in fulfilling, to a reasonable extent, their specific mission, but also in creating a higher estimate of the vocation of teaching. Let a rich man's daughter attend one of these schools for several sessions, and she will return home thinking that teaching is the noblest calling in which she can engage; and, regardless of her wealth, she will take charge of a school through pure love and zeal for the work. No other schools have, to an equal extent, succeeded in inspiring this ambition into their students. The colleges have been preparing young men for the professions, and, as long as their faculties do not have a chair of pedagogics, they will inspire a different ideal of life. Very few college graduates now teach in the public schools. The normal schools, on the other hand, have thousands of graduates engaged in teaching. Moreover, they have been furnishing the best institute instructors and the majority of the most active superintendents. Nor is the need for their specific work ever going to cease. Two-thirds of Pennsylvania's teachers are ladies, and, so long as their graces continue to charm the other sex, vacancies will be created by their promotion to the queenship of the home.

DYING TEACHERS.

Another very difficult problem is to keep the teachers alive in their calling. If the same subjects are taught year after year by a pedagogue isolated from the rest of the world, his teaching is destined to degenerate into mere routine work, and he may die long before he is ready for burial. There is a dead line in all the professions, and, when a teacher reaches this line, what shall be done with him? The creed says nothing about a resurrection of the dead in the world of pedagogy. Shall such a teacher be translated into the school board? By no means; for his advent there will be the death-knell to all further progress in the district. The only safe thing is to keep the teachers from dying before they are ready to quit the school-room. In the religious world, the annual camp-meeting, the periodic communion seasons, and the days of special devotion during the church year, help to revive the life and zeal of the worshiper. The county institute is the annual revival meeting for the teachers. It is far more essential to the old teacher than to the beginner. The pedagogue who derives no benefit from this annual contact with others, has surely reached the dead line, and the sooner he is translated to some other sphere, the better it will be for the innocent children. In her teachers' institutes, Pennsylvania is ahead of

the systems of the Old World, and of most of her sister states. Listen to the testimony of President Sharpless:

"Our system," says he, "has a tremendous and overflowing vitality, which promises more for the future than the well-fitted machinery of England. Did you ever live in a country town during the week of a teachers' institute? It is a greater attraction than the new railroad or the circus. The air is saturated with educational questions. The teachers, often of the same social grade as the best of the residents, are received into the homes, and made the central features of the excitement. The American free school is discussed, extravagantly, perhaps, in certain features, but, on the whole, intelligently. Better still, have you ever been to a state or national educational association? The discussions do not impress one as being in the least shallow or vaguely general. They seem to be deliverances of men of thought, training and experience, who talk of questions of which they know, anxious for results, willing to face every problem as it arises, and absorbingly interested in the subject. They are stirred up themselves, and they manage to communicate to others. They go to their localities, each one an enthusiastic agent of the cause of education."

The county institute admits of further improvement. In place of the evening lecture, filled with stories and jokes, aiming at entertainment rather than instruction, lectures on historical, scientific and literary subjects may be substituted with profit to all concerned. A closer co-operation between the teachers' institute and the movement in favor of university extension, is a consummation both feasible and "devoutly to be wished."

HOLIDAYS.

In mediæval times, the multiplication of holy days proved a burden to the working classes. The multiplication of legal holidays by acts of the Legislature, threatened to add a new burden to those already carried by the teachers. The observance of New Year's day, of Washington's birthday, of Good Friday, of Memorial day, of Labor day, of Thanksgiving day, of Christmas day, and of election days, produced frequent breaks in the regular school year, thereby marring the progress of the children, and making the labor of instruction more difficult and more irksome. Relief came in the Act of Assembly, approved May 31, 1893, which provides in the fourth section, that all days just named shall be regarded as secular or business days for all purposes not mentioned in the act; and, as the schools are not mentioned among the purposes of the act, it virtually repeals the clause in the Act of June 25, 1885, which provided for the closing of the schools on legal holidays. It is to be hoped, however, that the directors will, at least, order the closing of the schools on Thanksgiving day, by reason of its national importance, and on Christmas day, which, of all the days in the year, brings joy to childhood, and turns the thoughts of young and old from secular to sacred things. Patriotism will, without doubt, cause the schools to be closed also on Decoration day, and on the Fourth of July, when these days do not fall into the vacation.

If it should be held that the several holiday acts of the last legislature have no bearing upon the act of June 25, 1885, it will then follow that the new days which were created legal holidays during this year are not legal holidays for the schools, and that it is illegal for teachers and pupils to engage in the work of ordinary instruction on Saturday. This ruling would jeopardize the payment of the State appropriation to districts in which a teacher, through ignorance of the law, taught on Saturday. It would embarrass the Normal schools and colleges which observe their weekly holiday on Monday instead of Saturday. These institutions are so delighted with the change that it would be a hardship to require them to go back to the old arrangement. Moreover, there is great diversity of opinion in different parts of the State on the observance of holy days like Good Friday. For these reasons the former interpretation, which leaves the determination of school holidays in the hands of directors or controllers (Institute week excepted), is mnch to be preferred from an educational point of view. It is in accordance with the maxim that the school laws are to be interpreted in the interest of the children who are to be educated—a maxim of interpretation that should never be ignored or forgotten.

CONTINUOUS SCHOOL YEAR.

The policy of dividing the school year into several terms, which has prevailed in the northern tier of counties, and, to

some extent also, in a few adjoining counties, has very little to commend it, and is open to most serious objections, both from a legal and from an educational point of view. What can be worse than a division of the minimum school year of six months into a fall term, a winter term, and a spring term, with a new teacher for each, and the cheapest sort of talent for the term in which the little ones are supposed to attend? The school law plainly says that "the minimum school term shall be six months," and makes an exception only in favor of districts where the maximum amount of tax allowed by law to be levied for school purposes, is found to be insufficient to keep the schools in operation for six months. My predecessor ruled that the division of the six months into several terms is a violation of law, and I see no reason for reversing this decision. Districts whose school boards do not comply with the law, forfeit their share of the State appropriation—a penalty which the Department is loth to inflict, because the punishment ultimately falls upon the innocent children. I, therefore, earnestly urge the school boards to comply with the law, by abandoning the policy of a divided school year, lest the youth of their district suffer a double loss—first, in curtailed school privileges, and, secondly, in a forfeiture of the school appropriation.

SECONDARY EDUCATION.

The high school course in Pennsylvania is like the letter x in algebra—an unknown quantity, whose value must, in each case, be found in order to be known. Some cities and boroughs strive, with commendable zeal, to realize the true ideal of a high school, viz: A fitting school for those who wish to enter a higher institution, and a finishing school for those who must begin the struggle for bread. Some high schools neglect preparatory studies, but aim to teach branches which are better taught in the colleges, by reason of superior equipment and endowed professorships; and, at the end of a three or four years' course, their graduates are mortified to find that they cannot enter a respectable college anywhere. Other high schools have courses that were evidently arranged by persons not familiar with all grades of school work. Occasionally, one finds a curriculum so ill-fitting and illogical, that it must have been shaped to meet the limited qualifications of some ambitious teacher, whose friends needed a pretext to give him the salary of a high school principal. At no distant day, a conference of representatives of our best colleges and secondary schools should agree upon a minimum high school curriculum, leaving room, of course, for local needs and future development. The Legislature could then follow the example of other states in setting apart a share of the annual appropriation for the purpose of fostering and strengthening the high schools which come up to the proposed standard.

THE STATE COLLEGE.

Although not organically connected with the common schools, the State College is, nevertheless, an essential part of our system of public instruction. The liberal aid which it has received from the State and from the National Government, has enabled it to increase its facilities for instruction in agriculture, in mining, mechanical and civil engeering, and in other important lines of technical training. The increasing stream of young men who are drawn thither by its superior advantages, has not diminished the attendance at the denominational colleges. The growing classes tax their resources to the utmost. and necessitate constant appeals for more money to enlarge the faculty, the endowment, the buildings, the library and apparatus.

Nor has the attendance at the professional schools been diminished, although all the medical schools have lengthened their curriculum to three years, and the University of Pennsylvania to four years. This increase in the period of professional study is, on the one hand, very gratifying, in that it will elevate the standard of qualification for the healing art, and, on the other, it emphasizes the importance of so arranging and adjusting all grades of school work as to involve the least possible loss of time and effort on the part of the student.

THE MASSES.

The great majority of the pupils never reach the secondary schools, still less the colleges and the universities. The education which they receive should fit them to make the most of the life which is before them. It should conduce to their happiness as well as to their material prosperity. The bearing of reading, writing and ciphering upon business and

social life is well known. The duty of the schools to increase the sources of happiness by developing a taste for good literature, is not so well understood. Teach a man to read, and you widen his horizon and his aspirations. He sees new phases of life, and longs to realize them for himself and his family. If his reading fixes his eye upon luxuries which cannot be purchased with his earnings, he will grow dissatisfied, and the discontent may ripen into strikes and mob violence. The ability to read, instead of producing this result, should increase the sum of human happiness, by multiplying the possible sources of enjoyment. The application of steam to the printing press has brought the great dailies within the reach of everybody's purse, and has cheapened the works of standard authors to such an extent that a choice collection of classic authors is possible in every home. He who reads may associate with men of wit and genius, when these are at their best, and may choose his company from the authors of every age and clime. Here the rich man has no vantage ground over the tiller of the soil or the toiler with the hand. More expensive binding the former may have; of the real essence of the book he can enjoy no more than any other intelligent reader. Indeed, in one respect, the man who eats his bread in the sweet of his brow, has the advantage over those engaged in a profession. The lawyer, the physician, the clergyman, exhaust their mental energy in professional duties; when evening comes they must seek rest and recreation in physical exertion, in a change of occupation. The laborer, on the other hand, can find rest and an agreeable change at the close of the day in literary pursuits, in the study of art or of some branch of science. Whilst our colleges are training a generation that grows wild with delight over football and other athletic sports, that, too often, talks and thinks of nothing except the heroes and the vicissitudes of the last game, the public schools, by their improved methods of teaching reading, are striving to educate a younger generation of boys and girls whose taste for good literature, and knowledge of good books, will bring the future toilers of the land to the front in point of culture, and yield them sources of enjoyment more enduring than the luxuries by which the idle rich now seek to dispel their ennui.

The schools are subject to the law of historical development. As the world's life changes and advances they must change and advance. Things that are merits in one age become defects in the next. "There can be no doubt," says Phillips Brooks, "that many studies have been introduced legitimately, for reasons which were temporary, and then have remained like ghosts haunting our schools, long after their living necessity had died away." It is the part of wisdom to view, with single eye, the defects that should be abolished in order that progress may be made. On the other hand, it were pessimistic folly to ignore the encouraging outlook for the future. When the first appropriation ($75,000), for free schools was made, a debt of over twenty-three millions rested upon the Commonwealth. Not a few predicted "bankrupcy from this new form of extravagance." The debt has been paid; the expenses of a great war have been met; the annual appropriation has been raised to five and a half millions. That due for the year ending June 5th was almost paid on November 1, and the State Treasury had deposits in the different banks amounting to over six and a half millions of dollars available to meet other obligations. Although the yearly expenditure for the public schools has reached the enormous sum of over sixteen million dollars, no sane man dreams of repudiation or bankruptcy. The blessings of the common school system reach well-nigh every home in the State. Private and parochial schools must do very excellent work, or resign all claim upon public patronage. In Shakspeare's drama there are no children except the princely lad in "King John," whose eyes are to be put out by hot irons. To-day not only is childhood in literature, but a special literature has been created to open children's eyes to the glories and advantages of their environment. An era has dawned in which everybody believes in some system of education; if not that by which he was brought up, very probably its opposite. Parents everywhere desire for their children an education superior to that which they themselves enjoyed, and are denying themselves many comforts for the attainment of this end. Moreover, a class of experts has sprung up who study educational questions with indomitable enthusiasm and with painstaking thoroughness. Alexander shed tears because there were no more worlds to conquer;

the teacher has no occasion to weep because there are no more fields to be explored, no realms remaining for future achievement. Fortunately, some things in pedagogy have been settled forever; others deserve the careful study and the thorough investigation to which they are subjected by our inquisitive age. The home and the forum, the church and the State, the poet and the sage, the reformer and the statesman, have learned to appreciate the value of childhood and the importance of education. The very air of the closing decade of the nineteenth century is redolent of progress; the outlook is full of promise; the future is radiant with hope.

NATHAN C. SCHAEFFER.
Supt. Public Instruction.

LATITUDE AND LONGITUDE.

A REVIEW IN GEOGRAPHY.

WHAT is latitude? Meaning of the word? How is it reckoned? From what? What two kinds? How can you tell whether a place is in north or south latitude? Latitude of any place on the Equator? Latitude of any place on the Tropic of Cancer? Arctic Circle? Antarctic Circle? Tropic of Capricorn? Latitude of the North Pole? South Pole? Of a place exactly half way between the North and South Poles? What do we call this place? (Equator.) What city is situated nearly in latitude 0° (Quito.) What state boundary is half way between the Equator and the North Pole? What parallel bounds it? Are there any other such instances in the United States? Latitude of a place half way between the Equator and the South Pole? Name all the large cities in Eastern and Western Hemispheres on or very near the 40th parallel of North latitude. What is the length of a degree of latitude at the Equator? (in miles.) Do the degrees of latitude vary in length? If so, why? If not, why not? Where is the longest degree of latitude? Meaning of the expression "*high latitudes?*" When a ship is sailing away from the Equator, or as the sailors say, is "making latitude," is it sailing along a parallel, or a meridian? What circles, then, measure latitude? What circles bound off, or separate degrees of latitude from each other? What are meridians? What are parallels? Name some of the most important. Give numbers of some important ones. Latitude of Boston? (Any city in child's own state.) Latitude of your town? If a ship could sail directly north from the Equator over a distance equal to 120°, in what latitude would it be? A ship was wrecked in latitude 10° south, longitude 10° west: near what land was it? Is there any place which has no latitude? How many degrees of north latitude? Of south latitude? How many altogether? What is the greatest number of degrees of latitude any two places may be from each other? Name two such places. How far apart may two places be and yet be in the same latitude? Name two such places. Where is the centre of a parallel of latitude? Why must we know both the latitude and longitude of a place in order to describe its position exactly?

What is longitude? Meaning of the word? How is it reckoned? What kinds? How do you know when a place is in east longitude? How do you know when it is in west longitude? What are meridians? Longitude is reckoned from what place? How is it reckoned? How many prime meridians? Which prime meridian is most commonly used? If the prime meridian were extended around the earth, what would the other half be named or numbered? How many meridians marked 180°? How can you tell, then, whether it is the 180th meridian of east or west longitude? Longitude of any place on the prime meridian? In what degree of longitude is the North Pole? The South Pole? Name a city situated nearly in longitude 0. A group of islands so situated. Name all the important cities in longitude 80 east; 70 west. (Others may be given.) Length of degree of longitude at the Equator? Do the degrees of longitude vary? If so, why? Where is the longest degree of longitude? The shortest? How long is the shortest degree of longitude? When a ship is "making longitude" is it sailing along a meridian or a parallel? What circles, then, measure longitude? What circles bound off, or separate degrees of longitude from each other? Longitude of Boston? Longitude of your own town? If a ship sails directly west from prime meridian, over a space equal to 200°, in what longitude is it? Is there any place that has no longitude? All longitudes? Where must a place be to have no latitude or longitude? Why?

How many degrees of east longitude? Of west longitude? How many degrees of longitude would one have to pass over to circumnavigate the globe? Are there as many degrees in a small as in a great circle? Explain why? Is a degree of longitude longer or shorter on the Tropic of Cancer or Equator? Why? What is the greatest number of degrees of longitude any two places may be distant from each other? How far apart may two places be and yet be in the same longitude? Where is the centre of a meridian of longitude? Use of latitude and longitude?—*Popular Educator.*

LINDLEY MURRAY.

HE WAS BORN IN LANCASTER COUNTY OVER A CENTURY AGO.

THERE was probably no writer for young persons more widely read, painfully studied and generally unpopular in the early part of this century than Lindley Murray, and it was the opinion of schoolboys of that time that he had conceived and written his English Grammar especially to torture them. He was regarded as a cross, obstinate and very disagreeable man. But the truth is that he was generous, affectionate and fun-loving, and took up the study of grammar after he had made a career in another pursuit, and one in which grammar was regarded as of small consquence—that of a merchant. There lives in New York today a gentleman who, when he was a lad, heard some interesting anecdotes about Lindley Murray, entirely different from those which have described him as a hard grammarian.

It is generally supposed that Murray was an Englishman, but that was because he wrote his grammars in England, and they were published there. He was in fact an American, born on the banks of Swatara creek, in what was then Lancaster county, but which is now within the limits of Dauphin county, in the year 1745. Afterward his father bought a farm in what was then the suburbs of New York city, and gave the name to what in these later days is regarded as the most aristocratic locality in New York, Murray Hill.

Lindley Murray's father bought the farm for a few hundred dollars. One lot upon it which was recently sold for $150,000 was part of Mr. Murray's cow-yard. It was only fifty feet front. And on what was the Murray farm there now live men whose aggregate wealth is nearly one billion dollars.

Lindley Murray was put in a counting house when he was a boy, and he was the leader of all boyish sports. There was a creek in the lower part of New York which is now the site of a great banking house. It was then twenty-one feet wide, and Murray was the only youth who was able to make a running jump and clear that creek. But he jumped one time too many, and injured his leg so that he became lame and remained so until his death.

As he grew older he became a very good merchant, and when the Revolutionary war broke out he was worth quite a little fortune. It is said that he was not very patriotic. At all events he went to live upon a farm on Long Island, and stayed there very quietly until the war was over.

At one time Murray thought he would like to become a lawyer, so he entered a lawyer's office and there found a young student who was a quiet and solemn-faced fellow, who did not share Murray's love of fun. Nevertheless, a close friendship sprang up between them which lasted many years, and when afterward Murray met in London the American Ambassador who had been sent to represent the young Republic, there was a most cordial greeting between them, for the Minister was none other than his old associate in the law office, and his name was John Jay.

One afternoon Lindley Murray went out to the college commons, where he heard a great meeting was to be held in behalf of the patriot cause, and was astonished to see a boy only seventeen years of age stand before that throng and deliver a powerful speech in favor of resisting King George. It seemed amazing that this little fellow, for he was very short, as well as young, was able to speak as he did. Murray made his acquaintance afterward and found him full of zeal for revolution. The two were friends for many years, and when Murray's first grammar was published he sent a copy to this young fellow, who had become famous, and wrote to him that the book was not sent because he thought his friend had need of it, but as an acknowledgment of the value which this man's writings and speeches had been to him in preparing it.

And Alexander Hamilton, for it was he, was greatly pleased to get that book.

Lindley Murray went to England not because he was disappointed with the success of Washington, but because the physicians told him that he could not live in the climate of New York. They recommended a place where the winters were not so severe nor the summers so enervating.

So he decided to settle in Yorkshire, England, and, having a comfortable fortune and plenty of time on his hands, he began to study the grammar of the English language to occupy his mind. It was this inspiration which led to the writing of his grammar, and, though school children found the book very hard to comprehend, it gave its author great fame.

The sales of his grammars were enormous, but not quite so great as were the sales of Noah Webster's spelling book, which was published about the same time. More copies of that book have been sold than of any other book published in the English language, excepting the Bible.

A curious thing happened to Mr. Murray, and that was that he gained another fortune by the sale of his books, although when he began to write them he had no idea that they would bring him any great pecuniary return, an experience the opposite of that of most persons who write books. They often expect much and get but little beyond the satisfaction of having made the book.—*Lancaster Inquirer Institute Supplement.*

THE GRAMMAR OF LIFE.

BY BENJ. F. TAYLOR.

LONG time ago, some day this month —you and I should remember exactly —a man was born, whose name has been to the juvenile world 'a household word;' sometimes a word of terror, but now, as I remember it, a word to *conjure* with; to wave up scenes and forms long faded and crumbled. LINDLEY MURRAY! Did you ever hear of him? And do you not remember his little book, that like another "little book," was "bitter," and *never* sweet at all? And don't you recollect how firmly it was bound, Old Ironsides that it was, and what was on the fly-leaf—John, or James, or David Somebody, "his book," and that Lochiel-like couplet:

> Steal not this book, my honest friend,
> For fear the gallows shall be your end.

And who printed it, "H & E. Phinney," and the year 1800 and something?

Shut your eyes now, and you can see every page of that old Grammar; just where the noun began, and the "verb to be," and Syntax, with its terrible code of twenty-two, exactly twenty-two rules.

And how, like quarter horses, we plunged through the moods and tenses of the verb "Love!" Who has forgotten, or who ever can forget, how it went, and we went? "I love, loved, have loved, had loved, shall or will love, shall have loved." On we darted, through the cans, and the coulds, and the mights, of the potential, and the mysterious contingencies of the subjunctive, till we rounded to on the trio of participles that brought up the rear of this marvelous cavalcade of deeds, probable and possible, present, past and future, in the great art and action of loving.

And then when we came to prepositions, how they puzzled you—how they puzzled us all! Don't you remember the definition? Right hand page, four lines from the top, just before conjunctions, on the threshold of Syntax?

Thus it ran: "Prepositions are words used to connect words, and show the relation between them;" or, to give little Joe Miller's, or some other little fellow's version, "Pep'sition word used c'nect words show 'lation 'tween 'em." Showed "relation" did they? And *what* relation? Blood relation or relation by marriage? And so we puzzled and pondered, and passed it over, and learned "the list," that went like a flock of sheep over a wall, "of, to, for, by, with, in."

And who has forgotten those queer contrivances of conjnnctions, that connected and *didn't* connect; and what a God-send the interjection was, in the midst of the fog, with its oh! ah! and alas! Often had we employed it, we understood, felt, appreciated it.

Then the wonderful process they called "Parsing"—wonder if they do it yet? when we used to take couplets from the prince of English rhyme, and, a row of little cannibals that we were, there we stood beneath the unwinking optics of our teacher, and "transposed," *alias* mutilated, "paraphrased," *alias* butch-

ered, and everything but devoured, his immortal lines! Do you not recollect how we disposed of

> In spite of pride, in erring reason's spite,
> One truth is clear—whatever is, is right?

After much science and little sense, the light used to burst upon our bedazzled intellects, about once a winter, that Pope meant to say, and *did* say, "whatever is right, *is* right!" Do they dream in the grave? Does the bard sleep peaceful yet?

And where's the boy that sat next, in the grammar class? And the bright-eyed girl, that used to whisper the answer so softly to us, and save our juvenile palms many an acquaintance with the oaken ferule—where is she? Does she whisper hope and happiness to anybody still? Are her eyes as bright, and her steps as light as of old? Or has Death, that great bailiff, closed her eyes and set a seal upon her lips? Who knows? Who can tell?

And the old schoolmaster, gray "as long ago as we can remember"—gray before that—does he teach Grammar still? Is his step as firm, and his eye as steel-like gray as it was wont to be then?

And the ancient schoolma'am, old Miss E., who lived in the yellow house next to the village green, and taught us spelling and etymology; *she* too is conjured up by the spell of "Old Murray," and we see her looking over those spectacles, as she used to do when she meant to be "awful." One day she "put out" celibacy, and though 'twas the name of her lonely state—poor old lady!—that circumstance didn't let her into the pronunciation, and "sillybossy," for so she gave it, threw the class into convulsions. Great was her wrath on that memorable day. Two of us were imprisoned beneath the stairs; two were sentenced to stand upon one foot, one held in extended hand Walker's Dictionary—decidedly a *great* work was that dictionary; and a lad who was desperately "afraid of the girls," was set between a bouncing brace of them. But it wouldn't do. "Sillybossy" would not down, and smothered sounds, chokings, outright laughter, broke forth from every corner, around the perplexed and angry schoolma'am.

Years have fled; the tenant of the old yellow house is doubtless borne away, and "the places that once knew her shall know her no more for ever."

So much for "Old Murray" and the memories it has awakened; and beautified by time, I can almost wish myself back again, in the midst of the days when Murray was a terror, and his pages a mystery.

But why didn't "the master" hint, sometimes, that we should *never* be done with the tenses until we were done with time? That the world is full of them? That the world is made of them? That for the sturdy, iron present tense, full of facts and figures, knocks and knowledge, we must look among the men in middle-life—the diggers and workers of the world; the men who, of all others, have discovered, for the very first time, at forty or forty-five, that the present tense is *now;* that in the shop, the store, the warehouse, the field—on docks and decks, the real living present reigns supreme? That, for the bright golden, joyous future—full of the tones of silver bells and beating hearts, merry tongues and merry feet, you must look in our swarming schools, peep beneath little soft blankets in cradles at firesides, or examine small bundles of white dimity? That we should find the future astride of a rocking-horse, lullabying a wax baby, flying kites, trundling hoops, or blowing penny-whistles? Why didn't he tell us—or did he leave that for the poets?—that they who wear the silver livery of Time; that linger trembingly amid the din and jar of life; whose voices, like a falling fountain, are not musical as of old; that *they* are the melancholy past?

Why didn't he teach us—or did he leave that for the preachers?—that "cold obstruction" claims *all* times for its own: glowing action, the present; hope, the future; and memory, the past?

"One pluperfect!" Ah! we have had that to *un*learn since. "One future!" Who does not thank God that, in this world of ours, there are a myriad?

"I shall be," and "I might have been!" The former the music of youth, sweet as the sound of silver bells, fresh as

> The breezy call of incense-breathing morn;

the latter, the plaint of age, the dirge of hope, the inscription for a tomb. The one trembles upon thin, pale lips, parched with "life's fitful fever;" the other swells from strong, young hearts, to lips rounded and dewy, with the sweetness of hope and the fullness of strength. The one is timed by a heart that flutters, intermits, flutters and wears out; while that of the other beats right on, in the bold, stern march of life.

"I shall be," and "I might have been!" What toil and trouble, time and tears, are recorded in these little words—the very *stenography* of life. How like a bugle-call is that "I shall be," from a young soul, strong in prophecy! "I shall be—great, honored, affluent, good."

"I shall be," whispers the glad girl to herself, as with one foot upon the threshold of womanhood, she catches the breath from the summer-fields of life, "I shall be—*loved* by and by!" That is *her* aspiration; for to be loved is to be happy.

"I shall be," says the struggling boy, "I shall be the possessor of a little home of my own, and a little wife, some day, and the home shall be '*ours*,' and the wife shall be *mine*, and then—and then ——" Who can fill out those "thens?" Who, but the painter that has dipped his pen in sunset? Who, but the poet whose lips have been touched with a coal fresh from the altar of inspiration?

"I shall be—victorious yet," murmurs the man in the middle watch, who had been battling with foes till nightfall, and is praying, like the Greek, for dawn again, that "he may see to fight."

"I shall be," faintly breathes the languishing upon her couch of pain—"I shall be better to-morrow, or to-morrow;" and she lives on, because she hopes on, and she grows strong with the "shall be" she has uttered.

And the strong man armed, who has "fought the good fight," and has "kept the faith," when they that sustained his extended hands through the battle are departing, and no Joshua to bid the declining sun "stand still," as he looks beyond the rugged hills of the world, and sees a window opened in heaven, and a wounded hand put forth in welcome, lays aside the armor he has worn so long and well, and going down into the dark river, he utters, with a hope glorified to faith, "I shall be over the Jordan to-morrow!"

Before the memory has a tomb in it—before it becomes the cemetery, the "Greenwood" of the soul—"I shall be" is beautiful as an old ballad. When graves are digged therein, and willows are planted, and hopes are buried, and no light breaks out of the cloud, then "I shall be" is as grand as an old pæan. When

> The battle is done, the harp unstrung,
> Its music trembling, dying,

then "I shall be" is as sublime as an old prophecy.

But there is another tense in this Grammar of Life it were well to remember; the sparkling moment that dances out from the ripening hours, like golden grain, beneath the flails of Time, as we write, and ever as we write is gathered into the great garner of the Past.

There is an interjection it were well to remember:

> Trust no Future, howe'er pleasant;
> Let the dead Past bury its dead;
> Act, act in the living Present—
> Heart within, and God o'erhead!

READING.

BY G. P. BROWN.

IN this world everything has the two elements of *form* and *meaning*. Neither element can exist without the other. If it is considered as form, it must be the form of something. If as meaning, it must be the meaning of something. *Reading* is no exception to this rule. To *read* is to recognize *forms* and interpret their *meaning*.

We may go from form to meaning or from meaning to form in learning to read. The maxim is only a half-truth which directs us to "always proceed from idea to word." When we interpret discourse we always proceed from form to meaning. When we construct discourse the movement is from *meaning* to *form*. In reading, the mind is both interpreting and constructing. We anticipate what is to follow quite as much as we interpret the meaning of the symbols that have caught the eye. Intelligent children miscall words, oftentimes, because of the activity of this constructive power. They piece out what they have already read with what they think ought to follow. The little child will *see* the word "hen" and *pronounce* it "chicken" because of the picture his imagination has completed in advance of seeing the word. His thought goes before his recognition of the word.

Much of the failure to teach children to read and establish an abiding interest in reading is caused by divorcing the form from the meaning in the child's attention. This is the fatal error in the Pollard system, which capable teachers, by care, are able to circumvent, but which must ever make this device, or any similar one, a failure when it becomes the leading idea in teaching children to read.

Words have a sight form and a sound

form. The sound form and the meaning are joined into a much closer union in every child's mind than are the sight form and the meaning. Indeed, the sound form and the meaning are thought to be one and the same thing by the young children. It may be doubted whether a small child really knows the meaning of a word if he does not hear or imagine its sound. The meaning which a child puts into a word is always shown by his manner of pronouncing it. So, in describing a scene, the method of uttering the different words and sentences shows, more than anything else, what mental pictures the child is forming.

AGRICULTURAL TEACHING FOR RURAL SCHOOLS.

BY DR. GEO. G. GROFF.

WHAT the public schools should teach and what they should not teach, is, and probably always will be, a question under discussion. To the writer, it seems plain that either the State should be content with teaching those rudiments of learning considered absolutely essential to the welfare of the citizen, or, if anything beyond this is attempted, it should be of such branches as will most generally be of value to the future citizen. It is held by the writer that of the subjects beyond the barest rudiments now taught in the public schools, more benefit is given to certain classes than to others. To illustrate: All the instruction given is directly of value to professional men and women, as physicians, lawyers, journalists, etc., but not of value to housekeepers, farmers, etc. Herbert Spencer says that those subjects which instruct in self-preservation are the most important. There seems to be no question that country boys and girls should receive some instruction which shall directly aid them in the struggle for existence. This instruction must be had in the public schools or not at all.

Of all civilized countries, France is considered to be the most advanced and the most progressive in matters of agricultural education. In the practice of agriculture, the same country probably leads the world, for in the last quarter of a century, *she has doubled the produce of her farms.* In all progressive European nations, much attention is given to agricultural education, but in this work France leads. In 1850, she made instruction in agriculture optional in the public schools. In 1879, a law was passed, requiring all the Normal Colleges to prepare, and within six years to begin to give instruction to all teachers studying in these colleges, and within three years later, or in nine years from the passage of the law, instruction in agriculture was to be compulsory in all the public schools of the country.

The laws noted above provided for the gradual introduction of a new study into the schools. An examination of the budget of the Minister of Agriculture for 1891-92 shows the provision which the nation is making to maintain these new courses of instruction. In that year, $850.000 was provided for special agricultural instruction in special agricultural institutions: "First there is at Paris the Institute Agronomique, the Agricultural University, famous the world over for its investigations; then come three national schools of agriculture, one of horticulture, one of dairying, three of veterinary science, two of forestry, and two shepherds' schools. To the above, $481.000 was granted. In addition a professor of agriculture for each of the eighty-six departments of France, farm schools, apprentice schools, experimental stations, fields and colonies, and agricultural orphanages, subsidized to the extent of $369.000."

Certainly the above would seem liberal provision for agricultural education in a nation numbering 38,095,156! In the United States, the grant proposed by present laws is $25,000 to each experiment station per year, or a total of about $1,250,000, per year, besides the principal endowments made in government land in 1866 to the agricultural colleges. This is for a population of about $70,000,000, or not quite double that of France. In France, the careful tillage of the soil surpasses that of England, and England surpasses the United States. The fields in France are free from weeds. The use of chemical manures is better understood, rotations are more scientifically followed, crops are more economically handled. It is said that in 1892 the French post-office savings banks had on deposit 2,800,000,000 francs (or $600,000,000) in 6,500,000 deposits!

COURSE OF INSTRUCTION.

The teachers in the public schools are

presented with a general schedule, which is intended for their guidance. They are not however expected to follow it blindly, but rather to adapt it, each to his own tastes, and to the agricultural necessities of his own locality. The following is a summary of the schedule, as made in a recent lecture by Prof. C. C. James, A. M., Deputy Minister of Agriculture for Canada.

1. *Infant Section.* (5 to 7 years.) Object lessons and drawing.

2. *Elementary Course.* (7 to 9 years.) Lessons in the school garden.

3. *Middle Course.* (9 to 11 years.) Instruction in connection with reading, object lessons and excursions, lessons on the principal kinds of manures, on agricultural work, and on instruments of husbandry.

4. *Superior Course.* (11 to 13 years.) More methodical information on agricultural operations; the implements of husbandry; drainage, natural and artificial manures; seed-sowing and harvesting; domestic animals; farm accounts; principal processes of propagating the most useful vegetables grown in the district; tree cultivation; the most important graftings.

Many of the schools have small gardens attached, and have agricultural museums. The teacher is encouraged in many departments by prizes offered by the agricultural societies, and the work is supplemented by visits to first-class farms, dairies, and establishments where agricultural products are being handled.

The teaching of agriculture in the superior primary schools is of a more advanced nature, and is more frequently met with. Prof. Teegan thus refers to it: "The course extends over two years. It includes for boys practical ideas of vegetation, the different means of reproduction, the nature of different soils, manures, the principal agricultural machines, planting, transplanting, irrigation, the principal kinds of cultivation followed in France, and particularly the productions of the district in which the school is situated; diseases of plants and their prevention; weeds, vegetables, fruits, flowers, green-houses, the cultivation of fruit trees; domestic animals; book-keeping, etc. The agricultural instruction is based on this general programme, but varied and extended to suit the needs of the locality. The practical illustrations are to be given in the school gardens and experimental fields, and during visits paid to farms of the surrounding districts. In some of these institutions, there is a special agricultural section, under the charge of a special professor. The number of such schools is, however, small."

Professor James sums up the following conclusions in reference to the work being done in France in agricultural education:

1. France has found it advisable to supplement the work of her agricultural colleges by introducing agriculture as a special study into her general school system.

2. The work has been begun by training the teachers first, and while general methods have been prescribed, the system is sufficiently elastic to meet the varying abilities of teachers and pupils.

3. The work is as yet only in the first stage of development, and although all the rural children of France have not been reached, and the end aimed at has not yet been attained, the success achieved is very encouraging, and worthy of imitation by other nations.

WHAT CAN BE DONE IN THE UNITED STATES?

1. In the establishment of the Agricultural Colleges and of the Government and State Experiment Stations, the work has already been begun. From these institutions, professors of agriculture should be drawn capable of giving instruction to the teachers in the State Normal Schools. A law, similar to that in France, should be enacted requiring, after five or six years, that all students in the Normal Schools should be instructed in the elements of Agricultural Science, and in three years later, agriculture should be compulsory in all the rural public schools of the State. This will give time for thorough preparation for the work. Pennsylvania, as an illustration, has one Agricultural College, and thirteen State Normal Schools. In the Agricultural College (or in other similar colleges), men capable of teaching agriculture in the Normal Schools can be trained. To the Normal Schools public school teachers must resort for preparation, before undertaking the new work in agricultural science. Thus in ten years, using the machinery now possessed by the State, the new instruction could be introduced into every rural school in the State, and what is true of Pennsylvania,

is generally true of New York and other states.

Prof. James in the lecture already referred to aptly says:

1. All, or nearly all, depends on the teacher. To one interested in the progress of agriculture, informed upon the principles of the sciences involved, acquainted with rational methods of teaching, and fully determined to impart agricultural instruction, the entire difficulty is easily settled. But in the case of teachers who have been brought up in cities and towns, who are unacquainted with agricultural work, who have no bias towards agriculture, and who may be merely teaching as a convenience for a couple of years whereby to earn a little money, the difficulty may be well-nigh insurmountable, and there is absolute necessity that some training and direction be given before the work is undertaken; otherwise it were better to let it alone entirely.

2. Trustees desiring agriculture to be taught in their schools must insist upon its being taught, and must be willing to assist in providing whatever means may be necessary. It may even be found advisable to grant a bonus to teachers competent to give instruction in this branch, especially if they must incur increased expense in fitting themselves for such work. Charts may be required; some agricultural papers may be found helpful, but the entire outlay need not be very large.

3. Too much should not be attempted at first. The work should be introduced gradually, and the understanding at the outset should be very definite that, by teaching agriculture in the public schools, it is not intended to teach how to plow, how to harvest, or how to feed stock, but rather the why and the wherefore, and to arouse an interest in agricultural operations.

4. The principal aim and object of instruction in our public schools should be the creation of a sentiment in favor of agricultural work, and the gradual development of a love for the country and its healthful life, the arousing of a noble ambition in the young minds to become progressive and successful agriculturists, the spreading abroad of the idea that the industrious, thoughtful, honest farmer is the most valuable citizen—a man to be respected, appreciated and honored by every member of the community.

Besides the agencies already noted f the promotion of agricultural science the rural schools, attention may be call to the numerous colleges and scienti schools throughout the country not c pendent upon the State for suppo Many of these would send out gradua capable of filling positions at the Norm Schools and in the Agricultural Colleg These schools would stimulate a heal ful rivalry with the agricultural colleg from which rivalry a higher and bet order of work would result, than if but o class of schools existed.

The Farmers' Institutes, now so pop lar, could also be utilized in advanci this work. The teachers of Agricult in the Normal Schools could in a lar measure aid in the Institutes, and th make the work in the new course popul in a shorter time than might otherwise the case. Some of the work which wou actually be done in the Normal and pu lic schools, could be introduced at t Institutes with profit, and this too wou hasten the introduction of the courses agriculture into the schools.

The importance of the early establis ment of school gardens, such as exist Germany and France, should not be l sight of. The writer's ideal is, a p manency in tenure of office for teache somewhat like that which exists on t continent. Next a home, (house, garde orchard, pasture lot,) beside the scho house for the use of the teacher. In small way, these grounds should be us for experimental purposes, and should part be supported from the public func just as any other department of t school. To these grounds, almost dail the teacher could take his class for o ject lessons. The children could here taught the elements of Botany, Geolog Zoology and Chemistry. They could taught how to graft, to transplant, propagate in different ways, the theory different methods of culture, lessons germination of seeds, pruning, pollin tion, varieties of soils, kinds of miner and rocks, etc. The garden beside ea school-house is no idle dream. Arb Day is leading up to it.

Bucknell University, Lewisburg, Pa.

And ever near us, though unseen,
The dear immortal spirits tread;
For all the boundless universe
Is life—there are no dead.

"SUM-BOOKS."*

BY T. J. CHAPMAN, M. A.

"Boys, don't scare the fish!"

Looking up, we see Master Parker perched in a tree-top overhanging the water, gun in hand, intent on shooting the finny tribe.

What fragrant memories are connected with John Parker and our village school of forty years ago. He was a stout-set middle-aged man, whose strongest school-room excellences were discipline, reading, and *sum-books*. I am not sure that every reader of *The Journal* knows what a "sum-book" is, or was; but in a recent number of the *Popular Science Monthly*, in an account of the life of the late Professor Winchell, I was pleased to see it stated that in his boyhood days he had kept a "sum-book." My heart seemed to warm towards Professor Winchell, whom I had admired before.

A sum-book, as it existed in our school during the regime of John Parker, consisted of half a quire of foolscap stitched into a paper cover, and added to from time to time as necessity required until in some cases it grew into quite a formidable folio. In these books were most carefully entered the problems of the arithmetic, with the solutions at full length. Thus every boy had finally a complete key to the text-book in use. I see grave objections to the sum-book as a part of school-room practice; yet as the work was done in our school it had some very valuable features.

For one thing, it created a healthful spirit of emulation. John Parker made so much of it that every boy became possessed with a desire to have the neatest and handsomest sum-book in the school; and one result was such a display of penmanship in fancy head-lines in all the glory of black, blue and red inks, and a liberal use of gamboge, as I doubt has ever been produced elsewhere. There was a great rivalry among us; and as it was a rivalry in which the palm of superiority was gained not by depressing or wronging another, but by more earnest effort in a field which was equally open to all, it was of that kind of emulation to which St. Paul wished that he might "by any means" provoke his kinsmen that he "might save some of them." Some of the few good traits that characterize myself I attribute to John Parker and the ancient sum-book. The main objection to the sum-book which at present occurs to my mind, is the fact that it renders the text-book almost useless to a pupil after going over it once, as he then has a complete key to its mysteries, and all further study and investigation are impracticable,—unless, indeed, he has principle enough to lay the sum-book aside and resolutely abstain from consulting its pages. Other objections may be thought of.

But what has the opening of my little paper to do with all this? Nothing, except that it gave me an opportunity to introduce John Parker, whose memory I love, and to observe that he did not carry his school home with him. Of all people the teacher should discard the *shop* when out of school. One who has honestly and faithfully done his duty during the hours of school, may very conscientiously drop it from his thoughts out of school hours. Indeed, I should think it his duty as far as possible to do so; he owes it to his school, he owes it to himself, to do this. If you are a man, go hunt, fish, throw a base-ball, pitch quoits, dig in a garden; if a woman, go walk, play croquet, botanize, do anything to get away from thoughts of school and school-work during at least a part of your hours of relaxation. So you will lengthen your days in the land, and increase your usefulness among the sons of men.

* These reminiscences of Professor Chapman bring vividly back the old Zook school house, with its "sum-books" and spelling matches of 1845-48, in which we were all so much interested. "Setting-down books" we called them in Lancaster county. The New Testament was our class reader, Comly's Speller our leading text-book, and enough ciphering in Pike's Arithmetic to make a goodly showing of "sums" fully worked out, often by the teacher or the older boys, for the "setting-down book." There was a little writing, for which the "Master" mended our goose-quill pens, and our brightest ink in the pleasant Fall was the red juice of pokeberries near by—a hint, too, of geography and mention of history. The old house was at the cross roads, but out of the windows was the cool woods, with dropping nuts and acorns, where we played "town ball;" where the birds sang, where we see the flash of the flicker's wing and hear the woodpecker tapping yet. It may be that the careful grading of the town is better; but, if the choice were ours, we would take again the country school and the old days of the "setting-down book," where we were a child in touch with Mother Nature, with time to see her sky, and breathe her air, and live such life as can be lived nowhere away from the woods and the farm.—*Ed.*

Walking along the river's edge at the foot of the Alum Bank, looking for a place to "go in swimming," on those sunshiny Saturday afternoons,—I sometimes think the sun never shines so bright now as it did forty years ago,—we heard the voice of Master Parker warning us from some overhanging tree-top; and a few minutes later the report of his rifle rang out, when in we rushed to be the first to pick up the scaly victim, the trophy of his skill.

FROM FOURTEEN TO TWENTY.

BY IDA M. GARDNER.

THOSE who have charge of girls in their teens have no conception of the wonderful influence they may exert upon those girls. Never in all a woman's life does she need a friend more than in the years from fourteen to twenty. Already outgrowing the ideals of childhood, with new ones but crudely conceived and scarcely grasped, the girl shrinks from letting even her mother see into her inmost thoughts; and, unless she has a mother marvelously wise, she begins to find friends outside of the home circle who share thoughts she "would not let mother know for anything." This is your opportunity, teachers. If you can win the love and confidence of such a girl, eternity alone can reveal the value of your influence over her. Hero-worship is a normal accompaniment of youth. If it be preceded by the worship of an ideal who can appreciate the romance and sentiment of youth, and furnish it with loftier ideals, the hero-worship will never degenerate into any unworthy passion.

A young lady of seventeen, already engaged to be married, was led to confide to her teacher her plans of life and her expectations of happiness, because one day when the two happened to be left alone in the schoolroom, her teacher remarked to her as they separated, "I suppose you are very happy in looking forward to the future; bring your friend to see me some evening; I should like to know the gentleman who is to win this girl of mine." The fact that her teacher cared to know her friend, and that she appreciated and sympathized with a young girl's feelings, paved the way for many quiet talks, in which the girl learned to take higher views of the duties and responsibilities awaiting her. Who can tell where th end shall be?

Do you say that personal work take time and strength, and that you cann afford to give so much? Fellow-teach ers, do you ever have days when teachin seems hopeless drudgery, and you you selves are growing old and "tired of liv ing?" Do you look forward with fear t the time when your work will be don only under the spur of inexorable duty By those hopeless days, by those hear chilling fears, you *can* afford to spend th time and strength to get a hold upo your scholars' hearts. The teacher wh lives again in her pupils' lives neve grows old at heart. The affection an love of her pupils, the steady growth o the souls in her charge, give courage an strength and a never-failing source o happiness.—*American Teacher.*

DEEP-SEA DIVING.

THE steamer, Alfonso XII., having o board ten boxes of gold coin, eac box worth £10,000, struck on a rock an sank at Grand Canary, while on a voy age from Cadiz to Havana in 1886. I was ascertained that the specie was at depth of 26⅔ fathoms—160 feet—an grave doubts were entertained of the po sibility of any diver being able to with stand the tremendous pressure incident to such a depth—viz., some sixty-seve pounds to every superficial square inch o his body. Experiments at this dept were made off Dartmouth, and two men Lambert and Tessier, were found equa to the perilous task. Also, dresses wer at length made which would remai water-tight at so great a depth.

An expedition was sent out by th Marine Insurance Company, the diver to receive a reward of 5 per cent., o £500, on each box recovered. Lambe got up seven boxes and Tessier two. S terrible was the pressure that neither ma could stay below for more than a fe minutes, and Lambert, for some time aft his return, suffered from chronic paralys of the bowels, by which he was in a ce tain respect reduced to the helpless co dition of a babe in the cradle. Probabl a tightly-sealed kettle, sent down empt to the same depth, would have bee crushed flat. As it was, the divers onl succeeded in finding nine boxes out o the ten, £10,000 thus remaining belov

A subsequent expedition went in search of this box, and the diver, after being down for twenty minutes, was hauled up only to die. Nothing discouraged, a fresh expedition went out with two divers, from Germany. The first of these was promptly hauled up, half dead, only to be sent ashore to the hospital, raving mad; the other went down, but returned declaring that no box was there. Whether he really got so far as the lazarette from which the nine boxes were taken, is open to doubt. The pressure at such depths must be positively crushing. In the accounts of one of the deep-sea dredging expeditions, it is mentioned that when the trawl was raised from a great depth, the pressure proved to have been such as to crush together the wood of the trawl beam, so that the knots started out of it. — *Westminster Review.*

TENNYSON'S DEATH-BED.

SIR ANDREW CLARK'S DESCRIPTION.

LORD TENNYSON was dead. From Haslemere came confused rumors that the death-bed scene had been of unearthly beauty, and that Sir Andrew, who had watched with his dying friend and patient through the whole of the last day and night, was on his way back to London. When I stepped out of my hansom at his door, Sir Andrew drove up from the opposite direction. He could not see patients just then, the servant told me very politely. I wasn't a patient, I replied, and gave him my letter of introduction from the editor. And then I was told Sir Andrew would see me presently. I had to wait some time, and then he himself came in full of apologies, and ready to listen to my requests. "Come along into my den," he said, very kindly: "I am tired, but I would like to oblige your editor. Your editor is my editor, for yours is the only evening paper I read regularly."

"And now listen and I will tell you what I think I may say," he said, as we had settled in the famous consulting-room. A reddish light from the fire lit up the gloom of the dull, wet, autumn day, and in the perfect silence of the house Sir Andrew's account of that most wonderful of death-beds was almost as a story from another world. He looked very sad as he was sitting in front of his bureau, incessantly twisting a pencil between his fingers; but for one moment he brightened up, then looked frowningly at me and said: "Do you know what you are asking? You are asking me to do what in the medical profession is considered an awful breach of etiquette." And then he got up, and in bitter disappointment I rose to go, with only sufficient courage left to say that certainly if this was so I was sincerely sorry. In one second the frown turned into a genial smile, and with his hand on my shoulder he said, "Sit still. I don't mind committing a breach of etiquette this time, but you must promise me faithfully not to mention my name as that of your informant.

"Keep my name out and then tell the world what I tell you, as far as words can tell such things, of that glorious death-bed down on the Surrey hills," and then, with glowing emotion, with a voice that rose and fell, and often grew husky and unsteady, he told me of the last watch by the bedside of the poet. "I have stood by the bedsides of thousands of fellow-creatures," he said, "and have seen very grand and solemn death-bed scenes, but never, never one like that from which I have just come home."

Sir Andrew, when he grew animated, had a strange magnetic power over his hearers—I have heard others, students, medical men and private friends of his, often observe this—and I sat in spell-bound silence as he told of the glorious day which, in the midst of the autumn storms and rain, dawned over the world as the poet lay on his death-bed. One sentence I remember of the description which he then gave me. "The distant hills, shrouded in mists of perfect white, could be seen through the oriel window of the room where Tennyson lay like a piece of breathing marble." He went on to describe the night flooded with moonlight, the perfect stillness, the dying man's request for his Shakespeare, and, "after that the dark," and then he rose again, and walked up and down the room. I also rose to go.

"Sit still!" he thundered, suddenly. "Shall I tell you why Tennyson's death was so peaceful? This is not to be put into the papers to-day. Probably it would not interest them to-day. But the secret is this: He lived a quiet, laborious, simple life. It is a secret which few men learn in time to profit by it. I was his

friend before I was his physician. Metaphysics drew us together. Gladstone, too, is deeply interested in that subject, and we all three agreed in our taste for a simple life, and a life of work.

"Half the disease of the generation is due to people's idleness—idleness, the beginning of all evil. The mother of a pampered darling of a daughter sends to me. The girl ails, no one knows why. I am to come and prescribe. I know before I go what is the matter with the girl. 'Go to your local medical man,' I say; 'he can manage the case very well.' But no, it must be Sir Andrew, the grumpy Scot, and Sir Andrew prescribes long walks and less rich food, and regular meals and early hours. And presently, when the young lady has regained her red cheeks and high spirits, they think I have performed a wonderful cure!

"Now let me tell you how I myself have managed to live at all. I am sixty-six. Over thirty years ago, when I was a young and obscure Scotch practitioner in London, I applied for a place on the medical staff of the London Hospital. The authorities there said: 'Oh, let us give the poor chap a chance. He is consumptive; he won't last long. Let us, in pity, give him the post.' Well, I have outlived nearly every one of them. All my life I have been delicate; I have several times been at death's door; but by reason of a simple life and a life of work, I have managed to get very close to threescore and ten."

I got up once more to take my leave. "Sit still," he commanded once more, as he put on his glasses and a professional air. "And so you are one of those ladies who write? They tell me all the younger generation of women write and smoke. Do *you* smoke?" (with a terrible emphasis on the personal pronoun). "No, Sir Andrew, I don't." "You don't smoke? Look here, let me tell you one thing. Don't! Don't!" I took my leave, and jumped into my hansom; but I was recalled. "Come back! Make haste! Young woman, come back this moment!" Sir Andrew called after me, and showed me again into his room. "I only want to tell you one thing. If you breathe my name in connection with what I have told you, I'll—I'll haunt you. Now shake hands, and forgive a garrulous old man for keeping you so long."

I never mentioned Sir Andrew's name at the time in connection with the information. He sent his "Well done!" down to me when he saw my article, and that was the last I heard directly from him. But if the threat of haunting me for revealing who was our informant about Tennyson's death-bed scene was meant to be indefinite, then—but I do not think Sir Andrew went so far in his prohibition.—*Westminster Gazette.*

THOUGHTS FROM HUXLEY.

IN the celebrated Romanes Lecture published by Macmillan and Company Mr. Huxley raises the question to what extent modern progress in natural knowledge and, more especially, the general outcome of that progress in the doctrine of evolution, is competent to help us in the great work of helping one another.

The propounders of what are called "the ethics of evolution," he goes on to say, when the evolution of ethics would usually better express the object of their speculations, adduce a number of more or less interesting facts and more or less sound arguments, in favor of the origin of the moral sentiments in the same way as other natural phenomena, by a process of evolution. I have little doubt for my own part that they are on the right track but as the immoral sentiments have no less been evolved, there is, so far, as much natural sanction for the one as for the other. The thief and the murderer follow nature just as much as the philanthropist. Cosmic evolution may teach us how the good and the evil tendencies of man may have come about; but, in itself, it is incompetent to furnish any better reason why what we call good is preferable to what we call evil than we had before.

There is another fallacy which appears to me to pervade the so-called "ethics of evolution." It is the notion that because on the whole, animals and plants have advanced in perfection of organization by means of the struggle for existence and the consequent "survival of the fittest," therefore men in society, men as ethical beings, must look to the same process to help them towards perfection. I suspect that this fallacy has arisen out of the unfortunate ambiguity of the phrase, "survival of the fittest." "Fittest" has a connotation of "best," and about "best" there hangs a moral flavor. In cosmic

nature, however, what is fittest depends upon the conditions. Long since I ventured to point out that, if our hemisphere were to cool again, the survival of the fittest might bring about, in the vegetable kingdom, a population of more and more stunted and humbler organisms, until the fittest that survived might be nothing but lichens, diatoms, and such microscopic organisms as those which give red snow its colour; while if it became hotter, the pleasant valleys of the Thames and Isis might be uninhabitable by any animated beings save those that flourish in a tropical jungle. They, as the fittest, as the best adapted to the changed conditions, would survive.

Men in society are undoubtedly subject to the cosmic process. As among other animals, multiplication goes on without cessation and involves severe competition for the means of support. The struggle for existence tends to eliminate those less fitted to adapt themselves to the circumstances of their existence. The strongest, the most self-assertive, tend to tread down the weaker. But the influence of the cosmic process upon the evolution of society, is the greater the more rudimentary its civilization. Social progress means a checking of the cosmic process at every step and the substitution for it of another, which may be called the ethical process; the end of which is not the survival of those who may happen to be the fittest, in respect of the whole of the conditions which exist, but of those who are ethically the best.

As I have already urged, the practice of that which is ethically best—what we call goodness or virtue—involves a course of conduct which, in all respects, is opposed to that which leads to success in the cosmic struggle for existence. In place of ruthless self-assertion it demands self-restraint; in place of thrusting aside or treading down all competitors, it requires that the individual shall not merely respect, but shall help his fellows; its influence is directed, not so much to the survival of the fittest, as to the fitting of as many as possible to survive. It repudiates the gladiatorial theory of existence. It demands that each man who enters into the enjoyment of the advantages of a polity shall be mindful of his debt to those who have laboriously constructed it; and shall take heed that no act of his weakens the fabric in which he has been permitted to live. Laws and moral precepts are directed to the end of curbing the cosmic process and reminding the individual of his duty to the community, to the protection and influence of which he owes, if not existence itself, at least the life of something better than a brutal savage.—*Pages 31–34.*

BOOKS AUTHORS READ.

THE direction of Dr. Johnson's studies was partly determined, we are told, by the discovery of a folio of Petrarch lying on a shelf, where he was looking for apples. It was an accident, again, which threw the continuation of Echard's Roman History in the way of Gibbon. "To me," he says, "the reigns of the successors of Constantine were absolutely new, and I was immersed in the passage of the Goths over the Danube when the summons of the dinner bell reluctantly dragged me from my intellectual feast. * * * I procured the second and third volumes of Howell's 'History of the World,' which exhibit the Byzantine period on a larger scale. Simon Ockley first opened my eyes, and I was led from one book to another, till I had ranged round the circle of Oriental History."

Burns, too, though he had the choice of such works as "The Spectator," "Locke on the Human Understanding," and Pope, together with old plays of Shakespeare, which formed the staple reading of his home, nevertheless owed most to an old collection of songs. "This," he says, "was my vade mecum! I pored over them during my rest or walking to labor, song by song, verse by verse, carefully noting the true, tender, and sublime from affectation and fustian. I am convinced I owe to this practice much of my critic craft, such as it is!"

Charles Lamb was one of the many admirers of Isaac Walton's "Compleat Angler," and none has paid that work a handsomer tribute of praise. "It would sweeten a man's temper," he exclaimed, "at any time to read it: it would Christianize every discordant, angry passion." But his favorite authors, after all—the sweetest names, and which carry a perfume in the mention—were old Kit Marlowe and Drayton, Drummond of Hawthornden and Cowley, and, in one of his essays, he recalls the time he spent at Blakesware, and "the cheerful storeroom in whose lob-window seat I used to sit

and read Cowley, with the grass plot before me, and the hum and the flapping of that one solitary wasp that ever haunted it about me."—*All the Year Round.*

A BOY'S VIEW.*

DEAR GRANDMA:

Jim said he would write my letter to you if I would tell him what to say. I could write what we write at school—"The green frog jumps"—but Jim says that isn't enough for a letter. He says you have to tell that you are well and what you are doing and say you hope that you,—I mean that *I* hope that you, are the same.

I am pretty well I thank you, but I don't have so much time as I need to make snow forts, for I go to school, and so does Tommy Jenkins. I've been ever since last September and if I keep going I shall be promoted next summer. If you are absent you have a black mark put in a book and by and by you are put down. Tommy says "put down" means reciting in the baby class, and he says he would like to see the teacher that could put him down. But he only says that out in the yard, where the big boys can hear. I think he forgets about it in the schoolroom, for he doesn't say anything when Miss Blake puts him in the corner. You have to read and spell, and write and read, and do number work, in school. The reading isn't the way I thought it would be. I like to hear papa to read to mamma in the evenings about electricity, and tigers, and "The Lady of the Lake." But at school we read "The cat can catch the rat. Can the cat catch the rat?" I know all the reading on the chart and in the book, but I can't spell the words yet, and I have to stay in the First Reader till I can spell every word. That is what it means to be first grade.

In the number you have to stand around a table and put your hands behind you. And then the teacher gives you some spools and you tell how many you have. Then she takes some away, and you have to tell how many you have left. And then you play they are horses and make stories about them. Jim says stories doesn't mean fibs in first grade—it only just means examples. I made a story: If I had seventy-five horses and bought twenty-five I'd have a hundred; but Miss Blake said—"No, Joseph, I want a story about six." Tommy said one and one, and one, and one, and one, and one, are six, and she said "all right." The way he tells is counting on his fingers. I saw them wiggle behind his back. There is another way you can tell on your slate. You can make marks and then rub them out when you have counted. By and by when we are promoted we shall have the real numbers with figures on the slate. I can do that now. Jim showed me one evening and so did mamma. She says I can add almost as fast as Jim. Mamma sends me to the store for nearly all her errands now. I take a bill sometimes, and sometimes silver dollars. I have a purse of my own, and bring back the change. Mamma says I am her cashier. I heard her tell my teacher so, and that arithmetic was easy for me. But I didn't understand what Miss Blake said. She said we grew by method—or something like that. Mamma said she meant what we did with the spools. Our teacher tells us a story every morning, and we tell it back to her. I like the stories, all but the end that tells what the story teaches about. I get tired of that, but we always have to put it on. When we have company we tell all the stories we know. Jimmy Jones usually tells them then, for he can tell them the best.

Miss Blake says every one that whispers has to stay in at recess. That means if she catches you. She always catches Tommy Jenkins, because he whispers so loud. He drops his slate, too, and his pencils, and loses his things, and then he has to fold his hands till she forgets. Jim says the teacher never forgets.

When she says "Eyes," you have to pay attention, and when you are noisy she raps on her desk. If you get your work done before the others do, you can draw pictures on your slate. So I hurry and get mine done—to have the fun. Some of the boys cheat, and draw the pictures first. I'd be afraid she would look at my slate to see if my work was done, but she don't very often do that. If you sat in the front seat she might see it.

Jim says he's tired of writing, so I must stop. I hope you are coming to see us soon and stay forever. Please bring me a book with hard reading in it, about tigers or Indians. I don't need any more picture books. I went to Boston last

*Contributed by Miss Sarah L. Arnold, to The American Teacher.

winter with mamma. I'd like to be a street car conductor. I wouldn't mind living on a farm if I could drive the mowing machine. I believe I'm tired of going to school. I wish—Jim says I must close up.

Your obedient servant.

JOSEPH GORDON SIMPSON

P. S.—Come soon. JOE.

THE SPELLING AND WRITING PROBLEMS.

BY THEO. B. NOSS.

TEACHERS are all agreed that the foundation for good spelling must be laid in the primary school. Nearly all would say the same of writing. But how? By drill simply in the spelling and writing periods? This may be necessary, in writing at least, but it is not enough. Practice in correct spelling and writing should be connected with instruction in all the other branches. The perplexing question, How? again arises.

The unbiased American visitor in the German schools will have to report that numerous features of the school system, usages, and appliances here are inferior to the corresponding features with us. But the problem of training in spelling and writing, the Germans have doubtless solved in the right way.

Our American lead pencils may be the best in the world, but they are not an unmixed blessing in the schools. I know superintendents in our State of Pennsylvania who refuse to accept lead pencil manuscript from teachers on examination. This practice may be quite general, for aught I know; but it is not so general in our public and Normal schools as I think it ought to be. So far as my observation in the German schools extends, the child uses pen and ink in *all school writing* after the first half-year. This condition of success is at once and continually supported by another, showing equal tact and foresight: Every child must have an exercise book for each subject he studies, and write carefully in this book the substance of each lesson after it has been taught.

Incidentally let me say that the work which a German pupil puts on a lesson is done *after* a lesson has been taught, not *before*, as is generally the case with us. A German teacher would be horrified at the idea of turning a class loose on an advanced lesson, like cows in a new pasture field, to roam where they will. What he expects is that the pupil will attend closely and respond to questions as he develops the lesson, and will then ponder and inwardly digest what has been presented, and sum it up in good language and neat writing in his exercise book. The teacher at a certain time after each lesson collects these books, goes over them carefully, making corrections in red ink, and marking each exercise as "very good," "good," "satisfactory," and not satisfactory, as the work seems to merit. I mention this marking not to indorse it, nor to condemn it, but to report correctly what is done.

This exercise book is a permanent and perhaps the most nearly perfect attainable record of the pupil's progress. The pupil feels that he is making his own record; that every day is a judgment day. The incentive to correct spelling and writing is strong and constant. The result is that both the writing and spelling in German schools compels the admiration of all strangers. To be sure, the German orthography is not so arbitrary and difficult as ours, and yet the habit of correct spelling has to be formed by practice, no less than with us. Careless teaching here soon produces a harvest of misspelled words.

I was in a school recently where an unskilled pupil-teacher dictated sentences to be written by a class of eight or nine year old pupils. One sentence was "Ein hungriger Wolf hat scharfen Zähne." One child wrote "hunriger," another "hungrier." Was it Mark Twain who said "George Washington couldn't tell a lie. I can, but wont?" The German child can misspell as well as the English, but he doesn't.

These three points I think deserve consideration: 1. That pen and ink should be used by every child from, say, the middle of the first year; 2. That spelling and writing should be practiced in connection with all subjects by means of an exercise book for each subject; 3. That each lesson should first be developed by the teacher. If I were to add a fourth, it would be that text-books (as in Germany) in such subjects as Arithmetic and Algebra be but half as thick as ours, and confined chiefly to problems.

Berlin, Germany, Nov. 15, 1893.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, JANUARY, 1894.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

N. C. SCHAEFFER. - - - - J. P. McCASKEY.

THE common schools were never intended to be training schools for teachers. That is not their function and purpose, yet that is what the Act of 1867 makes them, and for twenty-six years our elementary public schools have been administered upon a basis quite the reverse of that for which they were established, and the consequent injury and loss to tens of thousands of common school children who were used for 'prentice hands to practice on has been incalculable. It is high time that we get back to first principles, and recognize the fact in our practice that the schools are the essential and paramount thing, and the teaching force the incidental and relatively subordinate. The schools have been off the track and running into the ditch of incapacity long enough. Let us make common sense more a controlling principle in our school policy. It is not always wise to "put the cart before the horse."

THE Annual Meeting of the Department of Superintendence of the National Educational Association, of which State Superintendent D. L. Kiehle, of Minneapolis, is president, and Prof. F. Treudley, of Youngstown, Ohio, is secretary, will be held at Richmond, Va., opening Tuesday, February 20, 1894, at 10 a. m., and closing Thursday evening following. The subjects selected for papers and discussions are of general and practical interest. These will be carefully and ably presented in papers, and followed by a full and general discussion. The following have been already selected: Present phases of Educational Problems in Europe; the Adaptation of Libraries to public school uses; the South and its problems; the Improvement of Teachers now in the schools; Enriching the elementary courses; the University in its relation to the teaching profession; the Improvement of Teachers in rural schools; the Care of Truants and Incorrigibles; Education at the Columbian Exposition; presentation and discussion of the Report of "Committee of Ten" on curriculum for secondary schools; and the Kindergarten in its relation to the public school system. This announcement is made to call early attention to the time and purpose of the meeting, and to impress superintendents and all leaders in education with the importance of making timely arrangements to attend. Abundant assurances have been given by the local committee that the accommodations will be ample, and the reception cordial. Early in the New Year the completed programme will be issued, containing the assignment of subjects, notices of local hotel and other accommodations, and rates of reduced fares by railroads.

"IT is not good that the man should be alone." So they have both been married—a little late, it is true, but still in good season—Deputy Supt, J. Q. Stewart, of the Department of Public Instruction, November 8th, to Miss Liebenderfer, of New Castle, Pa., and Supt. E. Mackey, of Butler, December 20th, to Miss Welshons, also of Butler, Pa. These ladies have drawn prizes, we know; and we have no doubt their husbands are to be congratulated upon the like good fortune. To each of them the good wish of the Roman: *Redeas sero in cœlum.* As Joe Jefferson, in Rip Van Winkle, would translate it, "May you live long and prosper."

THE celebrated naturalist and explorer, Mr. Wm. Doherty, has returned from a most perilous journey in New Guinea. He has been absent fifteen years, engaged in exploring the Eastern Archipelago in the interest of science. The large collections which he made in Celebes and elsewhere have come into the possession of Chancellor W. J. Holland, of the Western University, Allegheny, Pa. This institution has now an attendance of over four hundred students.

IN the lessons on Commercial Geography the attention of pupils should be drawn to the recent opening of a ship canal across the isthmus of Corinth. Whilst it does not compare in magnitude with the Suez canal or with the

projects to connect the waters of the Atlantic and Pacific through the regions of Central America, it at least forms an important link in the chain which is ever and ever more closely binding the nations together in friendly intercourse. It will shorten voyages by different routes from eight to forty-one hours, thereby securing a large saving in freights, and furnishing a basis for tolls to make the canal a paying enterprise.

THE value of the services of a good man in the Legislature is increased by his experience in public affairs. He becomes better known and more efficient as a member of the body to which he belongs. He is less likely to be misled by shrewd advisers who want votes for pet measures. He should be more competent to legislate wisely, first in the interest of the Commonwealth at large, and secondly in that of his immediate constituents. As an example of the public man trained by long years of active service, the late Hon. John Cessna was prominent in the last Legislature. If the people were careful to send only the best and most capable men as their representatives at Harrisburg our laws would be the better for it. In our own part of the State we should be pleased to see Hon. A. G. Seyfert returned to his old seat in the House, as a safe man and a true friend of the cause of general education.

SUPERINTENDENT MAXWELL, of the Public Schools in Brooklyn, in a circular to the principals of the schools, makes a serious indictment of the system of teaching in the grammar schools. A test was made in geometry and the result showed as follows: Four classes were marked very good, twenty-six good, forty-six fair, fifty-five poor, sixteen very poor, and twenty-five were marked failure. The answers, Mr. Maxwell says, furnish abundant evidence that the pupils relied upon this memory and not on their reasoning powers, the invariable result of poor methods of teaching. The written statements disclose a most deplorable lack of power in using the English language.

ASTRONOMERS now know of three hundred and seventy-five asteroids or little planets circulating in space between the orbits of Mars and Jupiter. By the old methods of search the annual rate of discovery was from one to twenty, the average from 1872 to 1891 inclusive, being 10.2. In 1892 twenty-nine were discovered, two only by the older method; while between January 1 and April 15 twenty-five were picked up by two observers, Wolf of Heidelberg and Charlois of Nice, who have pressed the camera into service. The negatives are made with an exposure of from three to five hours, each covering an area of two or three degrees square. On the plate the images of the fixed stars are round and clean, while any planets or planetoids are at once recognized by the elongation of their images due to their orbital motion; and three or four of these oblong lights are sometimes found on a single plate. Prof. Young, of Princeton, thinks those still undiscovered must be counted by the thousand.

IN an article upon Leland Stanford, founder of the University in California which bears his name, the *Review of Reviews* has the following: "There is often more reading done in our farm neighborhoods than in our cities, and the good farm home has its newspapers always, and its magazines frequently. Nor are the district schools so inferior, though their quality varies. With a good teacher, the country district school is better than the city graded school, because it is more free from machinery and better adapted to develop the individuality of pupils. Hundreds of men and women of high standing to-day are thankful for the little wooden country school-house of their childhood, in which the educational methods pursued were infinitely more scientific than those now followed in many of our city schools."

AT one of the sessions of the Educational Congress in Chicago, Dr. William T. Harris presented the claims of Latin and Greek as compared with science and history. The question as to what the pupil should study has become the great question in education. Science and history call attention to the things of time and space, and help students to examine facts. Latin and Greek do not make this revelation immediately, but act on the student all through life. If fifty boys with six months' experience in the study of Latin were placed on a prairie beside fifty other boys with equal educational advantages, except that they did not know Latin, the fifty who had a little knowledge of this language would far

more readily learn the management of municipal affairs than would the other fifty. The Romans were the great lawmakers of the world, and an acquaintance with their tongue gives facility in public affairs. The Greek imparts a different kind of benefit. This is the language of science, and gives a conception of the entire universe as a cosmos. These two languages are of more advantage to young students than science and history, but the latter should come later.

A RECENT monthly report states: "An unusually large number of young people have been examined with a view to entering the profession of teaching. A number of these have shown careful preparation for the work; *others either fail to understand the requirements of our public schools, or are willing to enter upon the responsible work of teaching without adequate preparation.*" Then why were they not rejected? They seem to think that teaching is a convenient and easy way to earn a little money during the winter months, and they apply for a certificate because of its commercial value. Without it they could not be employed or get their pay. Of its educational value and purpose they evidently know little and care less. Such people would be much better employed in chopping wood or washing dishes. There they could do no harm to the community, whilst on the teacher's platform they would do very little if any good—it may be, a great deal of harm, and they should be denied that opportunity. School children have a constitutional right to be protected against ignorance and incompetency on the part of their teachers, and they would be protected if examining officers would but perform their own duty with firmness and fidelity. They are there for that especial purpose.

THE dedication of the new High School building of Hazleton on Thursday, November 30th, was an occasion of unusual interest. The parade by the school children, each having a small flag, the patriotic orders with the music of the bands, and the people thronging the streets, made it a gala day for the town. Promptly at 2 o'clock the exercises at the new building were begun. The large High School room was crowded to its utmost capacity, the adjoining rooms and the lobbies being also filled with interested spectators. The programme was opened with "Praise the Lord," by the pupils of the High School. After prayer by Rev. E. J. Humes, music by the school, and a piano solo by Miss Lilian Keiser, an address was made by Supt. R. K. Buehrle, of Lancaster. He referred to the new school building as one of the most praiseworthy monuments that could be erected to the citizens and the school board. "The credit," said he, "does not wholly belong to the school controllers, but to the people who had the confidence to place them in such a position of honor and trust." He then discussed the best course of education. At the conclusion of his address, after a song by the High School, Mr. I. T. DeRemer, chairman of the property committee, in a few appropriate remarks, surrendered the keys of the new building, which were accepted by the President of the Board of Controllers, Mr. C. A. Smith. Then a vocal solo by Miss Etta Soldan, followed by an address made by Mr. G. H. Troutman. A pleasing feature of the day was the presentation of a flag by the patriotic orders, a salute of three volleys being fired as it rose to the top of the flag-staff and opened its folds to the breeze amid hearty cheers and the national airs by the band. Superintendent D. A. Harman at the close of the exercises read a carefully-prepared paper on the history of the public schools of the town. Hazleton is very fortunate in her School Superintendent, as well as in her Board of School Directors.

SUPERANNUATED TEACHERS.

IT is certainly right that something should be done, some judicious and permanent provision be made, for the support of worn-out teachers. After having given their time, attainments, and professional skill for the benefit of the community in the public school-room, they find themselves no longer fit for service. They have been unable from their inadequate compensation to lay up anything for their own support, or the dreaded time when failing strength and the infirmities of advancing years leave them unable to earn a modest living in the only vocation which they had thus far relied upon, and they cannot adapt themselves in advancing age to any new pursuit, even if such should offer itself.

Surely, nothing appeals more strongly

to individual sympathy or to a sense of public justice, than the fact that they have thus unobtrusively but faithfully rendered, *in loco parentis*, to successive generations of children an invaluable service that could not have been conveniently or successfully rendered by the parents themselves. And yet their compensation has not corresponded to the lasting benefits conferred upon the children themselves, upon the households from which they come, and upon the community at large, all of whom are their beneficiaries, and should be inspired by a sense of appreciative gratitude to these painstaking and laborious public benefactors. That sympathetic appreciation should not wait to find sentimental expression when Azrael, the icy hand of Death, has removed them forever from the touch of a friendly hand, the sustaining power of friendly human hearts. The regard for them, and the comforting relief they need, should come, in practical shape, as opportunity presents itself, now, whilst they are amongst us, as a present and imperious duty, not a vague, prospective contingency to be thought about for the passing moment and then straightway forgotten. This is a gap in our educational policy that is yet to be filled. It has been too long delayed, but when action is taken, it is to be hoped that whatever is done will be done wisely and well, so that the protracted delay may result in greater maturity of plan and broader success more permanently established.

What can be more pathetic than the spectacle of one of these failing teachers, when the eye has grown dim and the springing step moves slow, looking sadly out of the school-room window in that lonely hour when school has been dismissed, over the dreary winter landscape, conscious that her days of professional usefulness are coming to an end, yet without relatives or friends to offer her a home or minister to her wants? No fund of her own laid up for this time of need, and with the sad refrain "Over the hill to the poor-house," running involuntarily in her thoughts and falling like ice upon her heart, the desolate dread is intensified that she may sink at last helplessly, hopelessly broken-hearted to a pauper's grave.

This ought not so to be. Our great Commonwealth is too rich in affluent resources, and our tens of thousands of common school teachers too liberal and warm-hearted, to permit such brooding shadows of anxiety and sorrow to rest permanently upon their professional horizon.

Upon this subject, associated effort, where so many people are concerned, is likely to be the most feasible and successful, and can therefore be invoked with the greater probability of success. To impart to the movement the element of stability and the greatest security, it is proper and advisable that legislative aid should be invoked as a main-spring of effort and an auxiliary influence to stimulate individual and collective contributions to this most worthy cause. With so many warm-hearted and active teachers in the State, and so many live and inspiring Teachers' Institutes, and the commanding influence of the State Teachers' Association, small contributions periodically given by each individual member would hardly be missed and yet would soon, in the aggregate, raise a fund which, in connection with a moderate State appropriation, would be amply sufficient to relieve the designated beneficiaries from the dread and danger of penury and want in their declining years, when no longer able to contribute by their own efforts to their own support.

With legislative sanction and popular support, this special phase of common school ethics and philanthropy and sound finance can readily be placed upon a solid foundation, and its permanent usefulness be fully assured. The subject is too well understood by this time to require very much discussion. What is needed is action—prompt, decisive, well-directed co-operation and push—to get the thing fairly under way and securely established.

ELECTIONS IN SCHOOL HOUSES.

THE Directors asked to have the elections banished from all the school houses in their district; but for some unexplained reason their prayer was not granted. The exercises were suspended on the day before the election because the booths had to be fixed in accordance with the new ballot law. The hours of election day were consumed until late at night in receiving and counting the votes. That a third day of school might not be lost, the children were ordered to return on Wednesday morning.

In one room the floor was littered with paper and covered with tobacco juice and other dirt, causing a smell like that of a court-room at the close of a week of criminal court. Until the following Saturday the children and the lady who taught them were obliged to breathe an atmosphere calculated to beget the tobacco habit, and neutralizing all her instruction upon the baneful effects of stimulants and narcotics. The condition of her school room was only exceeded by that of a room in another township where night after night revival meetings were held in the name of Him who said: "Suffer the little children to come unto me and forbid them not." In the drama of Faust, when the wedding ceremony is ended, the last person to leave the chapel is the devil. Satan attends every revival meeting, and without doubt he "gets in" some of his work in the shape of tobacco juice, obscene carvings upon the desks, and other noxious practices that can not fail to undermine the physical and moral health of childhood.

In another precinct several women, in their desire to make the school room as pleasant and attractive as the home, scrubbed the floor on the morning after the election. As a consequence the pupils sat for several hours in a room where the process of floor-drying or evaporation was going on. When night came, some had sore throats, others were sneezing and coughing, one started with an attack of pneumonia, and the son of the village doctor, in spite of all medical assistance, died from croup before the morning dawned. Talk about the sad dispensations of Providence; this death was a dispensation of popular government. Herod slaughtered the innocents at Bethlehem with malice prepense; how many children in Pennsylvania are slain annually in the name of popular government? When Madame Roland was led to the guillotine, she exclaimed: "O Liberty! What crimes are committed in thy name!" When the earth was closing over the remains of his darling boy, the physician sobbed in an undertone: "O Popular Election, what deeds are committed in thy name!" If that had been your boy, would you still be in favor of holding elections in school houses?

When in 1876 the Turks burned fifty cities in Bulgaria and put to the sword old men and helpless children, civilized Europe came to the rescue. Will the next legislature come to the rescue of the children in the Keystone State? Ohio is not guilty of this sin; for she has upon her statute books a law forbidding the holding of elections in school houses. Are the Buckeye children more esteemed than the children of Pennsylvania? Heaven forbid!

CONVENTION OF CITY AND BOROUGH SUPERINTENDENTS.

THE Convention of City and Borough Superintendents of Pennsylvania will be held in Altoona, Thursday and Friday, January 25-26, 1894. Orders for excursion rates can be had by addressing, stamp enclosed, Supt. L. O. Foose, Harrisburg. These tickets are good, *going*, from January 23 to 26; *returning*, until January 29. Information as to hotel accommodations can be had by addressing Supt. D. S. Keith, Altoona. We have from Supt. W. H. Hockenberry, just as we go to press, the following

PROGRAMME OF EXERCISES.

Thursday, 10 A. M.

Address of Welcome—Supt. D. S. Keith.

Response—Supt. J. M. Coughlin.

Inaugural Address—Supt. L. O. Foose.

2 P. M.

The Relation of High and Normal Schools—Supt. J. I. Robb, Dr. J. P. Welsh, Dr. G. M. D. Eckels.

Best Results from Teachers' Monthly and Grade Meetings—Supt. S. H Dean, Supt. W. W. Rupert, Supt. D. A. Harman, Supt. Addison Jones.

8 P. M.

Value of Educational Psychology—Dr. Edward Brooks.

Needed School Legislation—Dr. R. K. Buehrle, Supt. Geo. J. Luckey, Supt. A. Wanner, Supt. H. S. Wertz.

Friday, 9 A. M.

The Place of the High School—Dr. E. T. Jeffers, Dr. N. C. Schaeffer, Supt. H. V. Hotchkiss.

General Discussions:

(*a*) Advanced Work in Grammar Grades—Supt. W. M. Benson.

(*b*) Truancy and Irregularity of Attendance—Dr. S. A. Baer.

(*c*) City and Borough Annual Institutes—Supt. G. W. Phillips.

2 P. M.

Study of English in High and Graded Schools—Supt. S. O. Goho, Supt. L. E. McGinnis, Prof. James Burns.

General Discussions:

(*a*) Educational Fallacies—Supt. John Morrow.

(*b*) The Grammar School Course—Supt. J. M. Coughlin.

(*c*) Graduating Exercises—Supt. A. D. Colegrove.

8 P. M. The Functions of the Superintendent —Supt. H. C. Missimer, Supt. B. F. Patterson, Supt. W. G. Harpel.

Dr. N. C. Schaeffer, Superintendent of Public Instruction, will be present and deliver an address at some convenient hour.

A cordial invitation to be present is extended to county superintendents, normal school principals and professors, and to the principals of high and graded schools.

L. O. Foose, *President.*

Executive Committee: W. H. Hockenberry, D. A. Harman, James M. Coughlin.

TEACHERS' INSTITUTES.

SUPPLEMENTED BY THE PENNSYLVANIA SCHOOL JOURNAL.

SOME Institutes were held prior to the opening of the schools or early in the school term, and the new light and life imparted to the work of the teachers who attended them were at once felt in many a school-room. Teachers were given a truer perception of their art, and lifted to a higher plane of professional effort. Most of the Institutes have since been held with like results everywhere throughout the State, and the Institute season is now at an end. Thus coming together after the oftentimes perplexing and sometimes disheartening experiences of the first half of the term, many of the teachers, hungry for the feast of reason and the flow of soul awaiting them, are eager to avail themselves of every hint or suggestion that will aid in school management, in overcoming difficulties which their own inexperience has not enabled them to deal with satisfactorily. Hence there is, at these Institutes, a continuous and steadily increasing demand for the direct tuition or broad suggestiveness that renders the influence of mind upon mind so fruitful and inspiring, and makes the renewed work of the school-room so much more luminous with intelligence and hope.

It is one of the most cheering signs of the times that these annual gatherings of instructors of youth, for which the State has made such remarkably liberal provision, are steadily increasing in numbers and exerting an ever-broadening influence upon the communities which they represent. Through their influence upon school officers and public opinion, they exert also a reciprocal influence upon the public schools, lifting them to a higher stage of efficiency and usefulness. This is not done through eccentricities or fanciful notions, but through a revelation of the true nature of education and the normal or natural methods of imparting knowledge to the youthful mind, training the inherent motive powers of the soul, and so guiding and disciplining their activities as to develop the highest capabilities for that enlightened citizenship, to secure which the common schools have been established. Wherever these gatherings of teachers are held, our heart and our sympathies go out to them in genial benediction and best wishes for the best results. In the complex organization of the State the cause of education is one that underlies and overshadows all other interests in the Commonwealth, in its intrinsic importance and its potential consequences for good or ill, according as it is of a high grade of excellence or suffered to drop to a crude and inferior quality of instruction.

We place a very high estimate upon Institute work in training teachers for their high vocation. We hold their services to be second only to the ministrations of the sacred desk, and therefore to be entered upon with accurate scholarship, a broad intelligence far exceeding the curriculum of the school-room, and a spirit of conscientious self-consecration to the work that will be satisfied with nothing less than the fullest preparation, and the most devoted zeal in making that preparation available and fruitful in the school-room.

May we be indulged in the suggestion that teachers' helps are not limited to elementary text-books in the hands of pupils or the didactic exercises or informing lectures of the Institute. Teachers who would magnify their office, as all should do, or keep in touch with the educational spirit of the times, owe it to themselves and to the cause of general education, when they have returned to the solitude of their individual schools, leaving the glow and fervor of the Institute behind them, to keep alive the awakened currents of thought by reading about what is going on in the educational world and keeping themselves posted as to school work in other districts and other counties. Reading makes the full mind, and in this way the refreshing impressions of the Institute can be retained long after it has adjourned and plodding routine has resumed its

leaden sway. The reader of *The Pennsylvania School Journal*, for instance, comes frequently in contact with much that is active and progressive in the current operations of our school system, and every month gets information as to what the schools are doing in other counties, what new ideas, plans or suggestions are coming to the front in the educational world that it may be interesting to know or to know of, as well as a great variety of selected or original articles from the ablest pens and the foremost minds at home and abroad. No teacher with an innate thirst for knowledge or an interest in more than the mechanical routine of the school-room who has once been on our subscription list ever regrets the monthly arrival of *The Journal* and the diversified and refreshing mental food which it supplies. The world of ideas is the world in which teachers *above all others* should find themselves at home and welcome. Those who have not tried it through this channel of communication of mind with mind do not know how much of intellectual entertainment and profit they miss, nor how much they lose of auxiliary help in the performance of their perennial professional duty, from not seeing the regular issues of *The School Journal* throughout the year.

We say this not in the way of advertising nor in any boastful spirit, but simply as a quiet expression of opinion which we have again and again from teachers, directors, and superintendents in different parts of the State.

ALEXANDER RAMSEY.

HONORS THAT CAME TO A PENNSYLVANIA TEACHER.

THE chief sin of Pennsylvanians, from a historical point of view, has been to worship at the shrine of New England's temple of fame, without due attention to the great men who have been bred upon her own soil. Recently, without knowing him to be a Pennsylvania teacher, a writer in the St. Paul *Dispatch* paid a glowing and deserved tribute to one whose influence continues to be felt over a wide area in the Keystone State, although he subsequently rose to fortune and fame in another State. The subject of the sketch is Hon. Alexander Ramsey. The article, covering over three columns, shows the ear-marks of the obituary notices which newspapers keep on hand for sudden emergencies; and since the doughty hero and statesman of the Northwest delayed too long in going off and calling it into requisition, some young man issued it prematurely. We thank him for the blunder, although it must have caused a grim smile to play upon the kindly features of the hale and vigorous old Governor, who of course knew as soon as he read the article that the allusions to his death were not founded on fact. A few months ago he celebrated his 78th birthday; and he still walks the streets of St. Paul in the pride of a magnificent physique, and glowing with a perfection of health rarely vouchsafed to a man of nearly four-score years. His robust health and strength are as instructive and inspiring to young Americans as are those of Gladstone to the young men of England.

Alexander Ramsey was born near Harrisburg, Pa., Sept. 8, 1815. On the paternal side he was of Scotch descent, though both his father and grandfather were native Americans. The father, Thomas Ramsey, was an officer in the war of 1812, and died when Alexander was but ten years of age. His ancestors on the mother's side settled as early as 1740 in that part of Lancaster county which has since become the county of Lebanon. They took an active part in the war of the Revolution as officers and in the ranks.

After the death of his father the lad was adopted by his grand-uncle, Frederick Kelker, a prosperous merchant in Harrisburg. He worked first in the store of his uncle, then in the office of register of deeds, and then as a carpenter. By pursuing his studies at leisure hours, he was enabled at the age of 18 to enter Lafayette College. He taught school at Kutztown from 1835 to 1837. His pupils still speak of him with unbounded admiration. Many of the boys whom he taught helped to establish the Keystone State Normal School and are now leading spirits in its management and support. An aged tailor relates with pride how he mended the young teacher's coat, thinking he would get no pay, and how the bill was promptly settled as soon as the tuition fees were paid. The same sterling integrity won him friends as a lawyer at Harrisburg, as a member of Congress from 1843 to 1847 (the district which sent him being composed at the time of

Dauphin, Lebanon and Schuylkill), and subsequently as chairman of the Whig State Central Committee. The fact that the State was carried for Taylor gave the youthful chairman a great reputation for political sagacity and executive ability. In April, 1849, he was appointed territorial governor of Minnesota, and on May 27 he arrived in St. Paul and assumed the duties of the office. He divided the territory into legislative districts, appointed county officials, and started the machinery of government. By his treaties with the Indians in 1851 there was thrown open to settlers 40,000,000 acres of what is now the choicest land in Minnesota. Another treaty secured thirty miles of territory on either side of the Red River. By a still later treaty, concluded in 1863, the entire Red River Valley was thrown open to settlement.

After Minnesota was admitted as a State he became its war governor, and was the first to offer President Lincoln armed support for the national government in its hour of need. Re-elected governor in 1861, he had to face the difficulty with the Indians who perpetrated the Sioux massacre in the belief that the able-bodied men had all gone to the civil war. The reds were effectually subdued and every call for troops was promptly filled, in spite of the fact that the state was new and those who went to the front felt as if they were leaving their families in danger of being massacred.

In 1863 he was elected to the United States Senate and represented Minnesota in that body during twelve years. Lack of space forbids a full account of his public services at the National Capitol. His influence in abolishing the franking abuse and in securing cheaper international postage, is well known. The latter measure has been of signal benefit to the whole civilized world. In 1879 he became Secretary of War under President Hayes. After the passage of the Edmunds bill he became chairman of the commission to carry out its provisions in Utah. At the end of nearly four years' service on this Commission he retired to private life. His investments in real estate have brought him a handsome fortune which enables him to pass his last days in ease and comfort, enjoying the society of admiring friends and old companions, adding costly and rare volumes to his magnificent collection of books, stimulating the zeal of historical societies and fostering the future greatness of St. Paul. His interest in the St. Paul public library, of whose board of directors he was for many years president, and his far-sighted wisdom in preventing a ruinous sale of the School lands, thus rendering possible the establishment of a system of public education complete in all its details from the primary grade through the high school to the State University, show what he might have done for the children of his native state had not the Northwest offered him a more splendid field for the display of his abilities. Minnesota's gain was Pennsylvania's loss. Nevertheless, Pennsylvania rejoices that one of her early teachers did so nobly and so well in the land of his adoption, and for the entire nation.

OUR FORESTRY INTEREST.

THE eighth annual meeting of the Pennsylvania Forestry Association was held December 11, in the library hall of the College of Physicians in Philadelphia, Mr. John Birkinbine, President of the Association, occupying the chair.

Mr. Birkinbine's address, after running over the history of the Association since its beginning, turned to its present aims and plans, by which it is hoped to bring about the object of the society; the changes which have taken place in the various business and trades intimately concerned with the protection of the timber supply, and the means which have been employed for the propagation by the newspapers and the public schools of sentiment and sympathy with the object of the Society.

"A special cause for congratulation," he said, "is that the bill framed by this Association and urged by its friends was passed by large majorities in the Legislature, and met the prompt approval of the Governor of Pennsylvania. This law provides for a Forestry Commission, to which is assigned the study of the forestry problem of the entire State. Since its appointment the Commission has been actively engaged in collecting valuable data, and much more will be obtained before its life of two years has passed. The report of the State Forestry Commission will not appear for a year to come, but it will certainly show an appalling condition, due to careless methods of clearing or wanton destruction of timber.

The Association has sought to educate the public to look with equal condemnation upon the reckless denudation, or upon damage by grazing or fire to forests and to growing crops. It has published the fire laws of this and other States, in hope of encouraging greater protection, and of securing punishment for those who sacrifice the property of others, and has endeavored to arouse a sentiment which will consider the wanton destruction of forests on the same basis as injury done to other classes of property. While numerous forest fires result from carelessness, many have not even this poor excuse, but are started to furnish better grazing ground for young cattle, the owner of the cattle setting fire to a neighbor's property, destroying thousands of growing trees to give sustenance to a herd which he does not consider of sufficient value to pasture at his own cost. Who can compare the relative values of the timber destroyed and the few pounds of beef gained by such action?

"But, if the pleasure of seeing what is planted grow to maturity is denied us, why shall we not desire to leave the world better than when we entered it; and is not tree planting one of the ways offered us? The wisdom of the farmer who cares for and fertilizes the soil of his farm is commended. Is he less wise who, foreseeing the future demand for timber, or recognizing the benefits which a liberal acreage of forests brings to the tillable soil and water supply, plants, protects and propagates trees?

"The scheme of interesting the teachers of our schools offers a means of instilling love for and appreciation of the importance of forestry in the minds of those who in a few years will shape the policy of State and National Governments, and this method should be vigorously pursued, for we are enlisted in a work which is to benefit those who follow us more than those who are with us."

The report of Dr. J. T. Rothrock, General Secretary of the Association and a member of the State Forestry Commission, was not so long as that of the President, but, as it was in the main practically the report of the council of the Association, it was received with particular interest. The encouraging tone of the report was struck by the opening paragraph, the announcement of the marked and positive acceptance of what may now be called the "forestry idea" found in his contact with the people of the State. The legislative and newspaper assistance given the object was recounted.

"We may now," he said, "speak in a more modest way of our own Association. It was the first organization to make the preservation of our forests its single aim, and well illustrates the force of persistent, quiet effort. For years it appeared as if nothing was being accomplished, and at times its members were almost in despair of ever securing an appreciation of its work. It is now clear that results were produced which were of wider scope than at first supposed, and that the ideas inculcated were already securing public attention and gaining public support."

Within the past year about thirty public lectures were delivered by the Secretary upon forestry, invitations being received principally from Farmers' Institutes, county agricultural assciations and public schools. The fund raised last year for the Secretary's salary he this year declines to accept, but recommends that it be secured for the coming season and made available in a larger and more frequent circulation of "Forest Leaves."

Professor Rothrock then, by means of a number of lantern slides, showed some of the burned areas of the State. In several instances for miles the trunks had been left standing completely bared as a protest against the negligence of the authorities. The reason of the wholesale cutting away and burning of forests was the fact that they were taxed, while at the same time the owner gets no revenue from them; and he made a strong argument against the imposition of this tax, that balked the prosperity of the land owner and doomed the existence of the forest.

Mr. Herbert Welsh also made an address upon the efficiency of Professor Rothrock's work in the society, and after the reading of a letter from Robert Adams, Jr., the election of the following officers took place: President, John Birkinbine; Vice Presidents, Herbert Welsh, Dr. Charles A. Schaffer, Howard M. Jenkins, James C. Hayden; Secretary, Dr. J. T. Rothrock; Corresponding Secretary, Mrs. J. P. Lundy; Treasurer, Charles E. Pancoast.

The Association then adjourned, to meet again on the afternoon of January 17th, at the New Century Drawing Room, when an illustrated lecture on forestry will be delivered by Prof. Rothrock.

"ARTICLE X. EDUCATION."

ITS EVOLUTION IN OUR STATE CONSTITUTION OF 1873.

THE Constitution of 1838 contained the following article on Education:

"*Sec.* 1. The Legislature shall, as soon as conveniently may be, provide by law for the establishment of schools throughout the State, in such manner that the poor may be taught gratis.

"*Sec.* 2. The arts and sciences shall be promoted in one or more seminaries of learning."

These paragraphs had been copied from the Constitution of 1790 where they first appeared, and were the germ and starting point, of our subsequent common school policy.

No legislation was had on the subject however until the year 1809, when a law was enacted allowing poor children to be taught reading, writing and arithmetic in private schools or academies, and the bills for tuition to be sent to the county commissioners for payment out of the county treasury. And so the matter ran along until 1834, when a free school law was enacted, but so crude and incongruous in its provisions that but little good came of it until it was reconstructed in 1836 upon a basis that has remained substantially the same ever since.

The last convention to amend the Constitution assembled at Harrisburg on the 12th day of November, 1872.

On the 21st of November, Mr. J. Alexander Simpson, of the Philadelphia bar, offered the following resolution, viz.:

Resolved, that the Committee on Education when appointed be requested to consider and report upon the following as an Article in the Constitution."

"ARTICLE —. EDUCATION.

"*Sec.* 1. The General Assembly shall provide a thorough and efficient system of free schools, and may provide for the attendance of all children between the ages of six and twelve years, unless in case of physical or mental incapacity.

"*Sec.* 2. Neither the General Assembly, nor any county, city, town, township, school district, or other public or municipal corporation, by whatever name called, shall ever make any appropriation, donation or grant of any money, property or valuable thing, or pay from any public fund whatever, anything in aid of any church or sect, or to help, support or sustain any school, academy, seminary, college, university or other literary or scientific institutions managed or controlled, either in whole or in part, by any church or sectarian denomination whatever.

"*Sec.* 3. All lands, moneys or other property donated, granted or received for school, college, seminary or university purposes, or the proceeds thereof, shall be faithfully applied to the objects for which such gifts or grants were made."

On the 28th of February the committee reported the following article, viz.:

"EDUCATION.

"*Sec.* 1. The Legislature shall provide for the maintenance and support of a thorough and efficient system of public schools, wherein all the children of this Commonwealth, above the age of six years, may be educated.

"*Sec.* 2. They shall appropriate at least one million of dollars for each year, to be annually distributed among the several school districts according to law, and applied to public school purposes only.

"*Sec.* 3. No money raised in any way whatever for the support of public schools shall ever be appropriated to or used by any religions sect for the maintenance or support of schools exclusively under its own control.

"*Sec.* 4. A Superintendnet of Public Instruction shall be appointed by the Governor, by and with the consent of the Senate. He shall hold his office for the term of four years, and his duties and compensation shall be prescribed by law.

"*See.* 5. Neither the Legislature nor any county, city, borough, school district or other public or municipal corporation, shall ever make any appropriation, grant or donation of land, money or property of any kind to any church or any religious society, or to any university, academy or school, or any literary, scientific or charitable institution or society controlled or managed by any church or sectarian denomination.

"*Sec.* 6. The arts and sciences may be encouraged and promoted in colleges, and other institutions of learning under the exclusive control of the State.

"*Sec.* 7. The Legislature may establish industrial schools, and require the attendance therein of vagrant, neglected and abandoned children.

"*Sec.* 8. They may by law require that every child of sufficient mental and phys-

ical ability shall attend the public schools, unless educated by other means."

Which was read the first time and laid on the table.

On March 7th the Article was taken up for second reading and was referred to the Committee of the Whole, Ex-Gov. Andrew G. Curtin in the chair, who reported progress. They were permitted to sit again on the next day.

March 8th the Committee sat, and made a number of verbal alterations in Sections 1, 2, 3, 4 and 5. Sections 6, 7 and 8 were stricken out, and as amended the Article was reported to the Convention.

On June 25th the Convention resumed the second reading and consideration of the Article. A number of amendments were proposed and voted on. A motion was made to recommit the Article to the Committee on Education with instructions to report the same back forthwith, amended by striking out all the sections but the first and fourth, which was agreed to, yeas 58, nays 40.

Accordingly the Committee immediately reported as follows:

"The Legislature shall provide for the maintenance and support of a thorough and efficient system of public schools, wherein all the children of this Commonwealth above the age of six years may be educated.

"A Superintendent of Public Instruction shall be appointed by the Governor by and with the advice of the Senate. He shall hold his office for the term of four years, and his duties and compensation shall be prescribed by law."

An amendment was adopted, yeas 55, nays 43, to add to the first section, "and the Legislature shall appropriate at least one million dollars each year for this purpose."

A new section to be numbered two (2), was adopted, yeas 85, nays 10, as follows:

"No money raised for the support of the public schools of the Commonwealth shall be appropriated to or used for the support of any sectarian schools."

Numerous other amendments were offered and voted down.

The Article was, on motion, referred to the Committee on Revision and Adjustment. October 3d this committee reported as follows:

"Insert after the word Article the numeral X.

"*Sec.* 1. In the sixth line strike out the word 'this' and insert 'that.' Strike out section three and insert 'Women twenty-one years of age and upwards shall be eligible to any office of control or management under the school laws of this State.'"

On October 10th, the Convention took up the report of the Committee on Revision. Numerous amendments were offered, during the extended discussion which followed, some of which were adopted and others rejected. Finally the Article was adopted in the following form, and as such is now part of the organic law of the State—clear-cut, comprehensive and complete.

"ARTICLE X.—EDUCATION.

"*Section* 1. The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools wherein all the children of this Commonwealth above the age of six years may be educated, and shall appropriate at least one million dollars each year for that purpose.

"*Section* 2. No money raised for the support of the public schools of the Commonwealth shall be appropriated to or used for the support of any sectarian school.

"*Section* 3. Women twenty-one years of age and upwards shall be eligible to any office of control or management under the school laws of this State."

This auspicious outcome of the deliberations of the Constitutional Convention of 1873 may be summarized briefly as follows: 1. It removed the stigma of pauperism which "the poor gratis" in the Constitutions of 1790 and 1838 had cast upon the common schools, making them unpopular with very many well-to-do people, who preferred for that reason to educate their children in private schools although at much greater expense to themselves; 2. It re-affirmed the fundamental principle of our form of government, the separation of Church and State; 3. It asserts and maintains the right of the State, for its own safety, to provide for that education of the rising generation which is essential to good citizenship.

Being finally settled, these questions are removed permanently from the field of controversy. Were every other State in the Union as well fortified in this respect as Pennsylvania, much undesirable

friction that disturbs other communities would be averted.

The Committee on Education was composed of some of the strongest men both in the Convention and in the Commonwealth; viz.: Messrs. Darlington, of Chester county, lawyer; Black, of Greene county, lawyer; Stanton, of Philadelphia, merchant; Wherry, of Cumberland, farmer; Runk, of Lehigh, lawyer; Landis, of Blair, lawyer; Lear, of Bucks, lawyer; and Hall, of Elk, lawyer. Mr. Chas. A. Black, of Greene, was Secretary of the Commonwealth, and *ex-officio* Superintendent of Common Schools under Governor Bigler. It was during his term that the Act of 1854 was passed, creating the County Superintendency and making other sweeping reforms in the structure and administration of our common school system. Mr. Wherry, of Cumberland, was educated for the bar, but went back to the plough from choice. As citizen and legislator his legal training was certainly nothing either to his own disadvantage or that of the Commonwealth.

A momentous question now is, How far do our elementary common schools fall below the exalted ideal embodied in the Constitution? and what remains yet to be done to bring them up to the level of that high standard of excellence? It certainly cannot be done without the exclusion from the schools of incompetent teachers, and the employment of those only who are fully qualified to assume the arduous and responsible duties of the teacher's vocation. On this point there is no room for two opinions.

CIGARETTE SMOKING.

IN the city of New York, Commissioner Charles B. Hubbell, of the Board of Education, has commenced a crusade against the cigarette evil in the public schools. Many instances of the ruinous effect of the poisonous cigarette on the bodies and minds of young men and boys coming quite recently under the Commissioner's personal observation, made him feel that it was his duty to try to stamp out the vice among the lads, the responsibility for whose future rests, in part, on his shoulders.

With one graduate of a public school, his nerves saturated with nicotine, becoming suddenly insane in the Commissioner's Wall Street office, and another, a victim of the same vice, a hopeless inmate of a hospital, Mr. Hubbell recognized that the most efficient fight against the cigarette habit was to be made among those who are acquiring it while they are pupils in the public schools. He thought over the matter and talked over it, both among his colleagues in the Board of Education and with the Principals of the various schools, and finally determined to form in every boys' school in the city an anti-cigarette smoking league, bound by the following pledge:

We, the undersigned pupils of (Grammar or Primary) School No. — do hereby pledge ourselves upon honor:

1. From this date to abstain from smoking cigarettes in any form until we reach the age of twenty-one years.

2. To use all influence that we possess to induce all public-school boys and other boys of our acquaintance to give up and abstain from the smoking of cigarettes until such boys shall attain the age of twenty-one years.

3. By giving the pledge hereby made and by signing our names to the above, we constitute ourselves members of the Anti-Cigarette-Smoking League of (Grammar or Primary) School No. —, of the City of New York.

Already the pupils of several grammar schools, after a talk from Mr. Hubbell on the evils consequent on cigarette smoking, have signed this pledge. With the indorsement of his colleagues on the Board of Education, the movement in the public schools will proceed against cigarette smoking, which is developing rapidly among the public-school boys of New York and other cities, and has assumed the proportions of a national vice. "The evils of the cigarette habit are manifold." says Commissioner Hubbell. "Most of our habitual truants we find to be cigarette fiends. Many and many a bright lad has had his will power weakened, his moral principle sapped, his nervous system wrecked, and his whole life ruined before he is seventeen years old, by the detestable cigarette."

"Too much stress cannot be laid," the Commissioner adds, "on the deterioration of the moral principle of a lad given to this pernicious habit. The 'cigarette fiend' in time becomes a liar and a thief. He will commit petty thefts to get money to feed his insatiable appetite for nicotine. He lies to his parents, his teachers, and his best friends. He neglects his studies and, narcotized by nicotine, sits at his desk half stupefied,

his desire for work, his ambition, dulled if not dead. Not a principal in a public school but knows the cigarette smoker by such symptons; not one but regards the cigarette habit as a special evil to be specially combated. I know of no way in which I can help the good cause on so well as by pointing out to the boys the pernicious effects of the vice."

There is upon the statute book in Pennsylvania a law forbidding the sale of cigarettes to boys, but it is evaded on every hand. We have laws against theft and murder. In the same class should be included those against the manufacture and sale of the cigarette. It is a thing that kills. Let us do what we can to impress this truth.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, *January*, 1894.

MR. H. F. BROOKS of the city of McKeesport, Allegheny county, Pa., has been elected and commissioned to the office of City Superintendent, to fill the unexpired term of Supt. P. A. Shanor, who recently resigned.

COLLEGE GRADUATES.

THE following Permanent Teachers' Certificates have been issued to college graduates under the Act of May 10, 1893:

4. F. M. Hockenberry, Chambersburg, Franklin county, issued November 20, 1893, graduate of Wilson Female College.
5. J. L. Snyder, Allegheny, Allegheny county, issued November 20, 1893, graduate of Westminster College.
6. John Keiser, Alburtis, Lehigh county, issued November 20, 1893, graduate of Ursinus College.
7. Thomas Sessions Cole, Chester, Delaware county, issued November 20, 1893, graduate of Brown University.
8. Wm. Noetling, Bloomsburg, Columbia county, issued November 20, 1893, graduate of Union College.
9. J. H. Rohrbach, Pottstown, Montgomery county, issued November 20, 1893, graduate of Lafayette College.
10. P. A. Shanor, McKeesport, Allegheny county, graduate of Thiel College, granted ed December 12, 1893.
11. E. M. Everly, Davistown, Greene county, graduate of Waynesburg College, granted December 12, 1893.
12. Asa S. Keeler, Tunkhannock, Wyoming county, graduate of Lafayette College, granted December 12, 1893.
13. Daniel Fleisher, Troy, Bradford county, graduate of Pennsylvania College, granted December 12, 1893.
14. Preston R. Dry, Reading, Pa., graduate of Muhlenberg College, Allentown, June, 1887, granted December 14, 1893.
15. Reppa Bell, McKeesport, Pa., graduate of Waynesburg College, June, 1884, granted December 16, 1893.

QUESTIONS AND ANSWERS.

LEGAL DECISION AS TO WATER TAX.

5. *Question:* Can a Borough tax School Directors for water that has been used in the public schools of the District?

Answer: This question was decided in the Court of Lehigh county by Judge Albright, in the case of the Borough of Emaus *vs.* Emaus School District, November, 1892. The decision is as follows:

Where, under the provisions of the Act of Assembly, a borough was authorized to erect water works with power to fix the rates for the use of the water "and to collect the same in the manner which borough taxes are collected," and some of the water was used in the building of a new school house in the borough, the school district was exempted from the payment of water charges for the water so used. In such a case the water charges are in the nature of a tax.

Albright, P. J. October 17, 1892. The material facts in the case stated are that the school district of the borough of Emaus, the defendant, erected a brick school house; that the water required to build was furnished by the borough of Emaus, the plaintiff, from the pipes belonging to the borough water works, under a permit stating that it was granted subject to the borough ordinances relative to water: that under the rates fixed by said ordinances, the amount due for said water, if the defendant is liable, is $46.80. An Act of Assembly of 1871 (P. L., 85), relative to the introduction of water into said borough, and the ordinances passed under its provisions, are made parts of the case stated.

The question presented is whether or not the facts that the defendant is a common school district, and the building in question a public school house, exempt it from liability to pay for the water consumed.

The Constitution of 1874 provides that all taxes shall be uniform on the same class of subjects, and shall be levied and collected under general laws; but that there may be exempted by general laws, public property used for public purposes, actual places of religious worship, places of burial not held for private or corporate profit, and institutions of purely public charity; also that all

laws exempting property from taxation, other than that above enumerated, shall be void.

The Act of May 14, 1874 (P. L., 158), passed in consequence of said constitutional provision, declares that certain classes of buildings and grounds shall be exempt from county, city, borough, bounty, road, school and poor tax. Among the properties exempted are all school houses belonging to any school district. A supplement to said Act, passed in 1879 (P. L., 99), provides that nothing in said Act of 1874 shall be taken to imply that any building in course of construction shall be subject to taxation where the same, if completed, would be exempt. If what the borough of Emaus may demand for water furnished, including that used in the construction of buildings, is a tax, then the defendant is exempt. A tax is a charge, a pecuniary burden for the support of government or some specific purpose authorized by it, for which the State may make requisition in a prescribed mode. (*Anderson's Dictionary of Law.*) By taxation is meant a certain mode of raising revenue for a public purpose in which the community that pays has an interest. Sharpless *vs.* The Mayor, 21 P., 147.

The form of procedure to collect as an action of debt does not change its character. (*Anderson's Dict.*) Said Act of 1871 authorizes the authorities of said borough to take property necessary for the purpose of supplying the inhabitants of the borough with water, to construct and maintain the works requisite, and to borrow money and levy taxes to defray the expense. The Act also provides: "That said authorities be and the same are hereby authorized to adopt a schedule of rates by which water rents shall be assessed to the owner or owners of premises, and to collect the same in the manner in which borough taxes are now collected."

Before the defendant obtained the water for building, the burgess and councils had made an ordinance specifying the rates for water. It imposes for a year's use for a hydrant for a family $4.00, a hotel $18.00, bath and water closets $1.00 each, horses and cattle 25 cents each, for building purposes 20 cents per thousand bricks, and specifies other kinds of use of water and the annual rates thereof. Of course, all is to be collected in the same way, not some by a tax collector and others by suit. The provision of the constitution above mentioned did not abrogate the powers vested in said borough by said prior special act. Lehigh Iron Co. *vs.* Macungie, 3 W. N. C., 291. So the question to be decided is, whether said special Act of 1871 makes the demand in controversy a tax, rather than whether it would, in the absence of that Act, be a tax under general laws. For beyond doubt, said Act covers the disputed ground.

The water works belong to the borough. It acquired the requisite property, constructed the works and paid therefor by issuing the obligations of the borough, and imposing taxes. It maintains and controls the works, and it is a matter within the proper limits of borough government. Supplying the inhabitants with water is as necessary as the laying out and regulating of public streets and the means to preserve the public peace. The borough authorities are to appoint the officers and agents to construct and maintain the works, to fix their compensation and pay it out of the public funds. (Sec. 3 of said Act of 1871.) They may fix such rates for the water as they see fit; if more is thus realized than the current expenses of the water works amount to, the excess is in the borough treasury; if less, the treasurer is drawn upon. There is no provision for a separate water fund. Said authorities shall assess. By said ordinance they exercise that power. What the inhabitants may owe for water is collected not by action, as is the case with claims upon contract, but summarily by the exercise of sovereign power, in the manner in which borough taxes are now collected.

Borough taxes are collected by warrant to the collector, with duplicate of taxes attached thereto; the collector, in case of neglect or refusal to pay, distrains any goods found upon the premises taxed; if no goods are found the body of the delinquent is taken to the county prison. General Borough Act of 1851 (P. L., 323), Pr. 12, providing that borough taxes shall be collected the same as county taxes. Act of April 15, 1834, relative to collection of county tax (P. L., 514, Par. 19, 20, 21); see also Act of April 12, 1891 (P. L., 9), relative to collection of borough taxes. This Act does not apply to taxes the collection of which is regulated by a local law.

What is sought to be recovered here is a tax. The property is held by the school directors for the use of the inhabitants of the borough. The use is in the strictest and highest sense a public one. It is to educate the young—to make the means of education as free to all as the air, and let us add, water. It is the sense of the people of the Commonwealth, manifested by the public school laws, that all shall be educated, not only because of the benefit it confers upon those who enjoy the opportunity, but to promote the safety and welfare of the people and to maintain our political institutions. Shall public burdens be imposed upon the means necessary to accomplish this purpose? If there is a failure to pay, shall the property devoted to this object be sold through the tax collector, or the constable, or the sheriff? Public policy forbids it.

In the case of the County of Erie *vs.* the City of Erie, 113 Pa., 360, the County Commissioners attempted to exact county taxes for a building, grounds, engines and horses used by the city to extinguish fires. It was decided that it could not be done, for the reason that a municipality is not subject to the general tax law, and its property, owned

and used for public purposes, is not taxable unless specifically made so by law. The Court, referring to Poor Directors *vs.* School Directors, 42 Pa., 21; Cooley on Taxation, 130, and other authorities, declared the law to be that the public is never subject to the general tax laws, without express statute, also that the property in question was not taxable at the adoption of the Constitution of 1874, that no legislation subsequent thereto makes it taxable; that said I, Art. IX. of the Constitution did not operate on the subject, because when the Constitution was adopted public property was not taxable.

School districts are not municipal corporations. They belong to that class of quasi corporations to which counties and townships belong. Wharton *vs.* School Directors, 42 Pa., 358; School District *vs.* Fuess, 11 W. N. C., 97. The property they hold for the public's use bears the same character as that held for the same purposes by municipal corporations.

It has been argued that the laws relative to exemption from taxation do not apply, because the water was used to construct the building; that it was building material, and that a borough is under no obligations to contribute material to build a church or a school house within its limits. If what has been said already does not demonstrate the untenableness of this position, it is suggested that borough governments are not vested with power to deal in building materials, and an attempt to do so would come to naught because not warranted by law.

If this demand were recovered it would go into the borough treasury as a sum realized by public impost. What is realized by an exercise of the taxing power is a tax. To dwell longer on this point would not be profitable. If the building were not a public school house, a tax of $46.80 would rest on defendant. Because of the public character of the property it is exempt. October 17th, 1892, upon the case stated judgment is entered for the defendant.

RELATION OF HIGH SCHOOL TO THE COLLEGE IN PENNSYLVANIA.

THE facts given in the following article have been collected by Lewis R. Harley, A. M., of North Wales, Pa., at the suggestion of the State Superintendent. It is the purpose of the School Department to make an exhaustive study of Secondary Education in Pennsylvania, and to embody the results in the next Annual Report.

Prof. Harley writes: From the earliest colonial times, schools have been among the most important of our American institutions. Upon the arrival of the settlers on our shores, the home, the church and the school were erected in rapid succession. In 1635, provision was made for a public school in Boston, and in a few years free instruction was provided for every white child in Massachusetts. A year later, Harvard College had its beginning, and thus education was first implanted as a permanent element in American soil. The Constitution of Massachusetts, adopted in 1780, contains a clause written by John Adams, which provides that the legislature shall establish public schools.

The need of public schools was early felt in Pennsylvania. In 1657, during the period of Dutch rule along the Delaware, Evert Pieterson held the office of school-master, and he had a school of twenty-five pupils. Penn also urged the importance of public schools, and in 1691 George Keith opened a school in Philadelphia at a salary of fifty pounds a year. Penn's Frame of Government, 1682, provides "that the Governor and Provincial Council shall erect and order all public schools, and encourage and reward the authors of useful sciences and laudable inventions in the said province;" further providing that the laws of the province shall be taught in the schools. Among the laws made at an assembly held at Philadelphia in 1683 was one, "that all persons having children shall cause such to be instructed in reading and writing, so that they may read and write by the time they are twelve years old."

The subject of education under our State government forms an important chapter in the history of Pennsylvania. From the days of the Constitution of 1790, which provided that the children of the poor shall be educated free, to the Constitution of 1873, which provides that all children above the age of six years shall be entitled to the privileges of an education free, there has been developed a wonderful sentiment in behalf of free schools. The educational history of our state is also marked by a wonderful growth in the colleges. Beginning with the University of Pennsylvania, founded by Benjamin Franklin, in 1740, as "The Charity School of Philadelphia," up to the present day, many thriving institutions have been established, and the college population in our State now reaches probably 8000.

The subject of the Relation of the High School to the College in Pennsylvania should claim more attention from educators than it does at the present time. It is the opinion of the best educators of the day that the system of public education should be complete from the primary school to the University, so that the one may naturally lead to the other. The school law of Pennsylvania allows directors to place such studies in the curriculum as will naturally lead to the college, and when the demand for such a course of study exists, School Boards are justified in so arranging the courses.

In the West, the idea of bringing the high schools into line with the colleges and the universities has taken a strong hold of the people and of the schools. Michigan has led off in this direction, and has sent out

the professors of its colleges into the high schools, offering to accept their students without examination, if their high schools were brought up to certain standards. To-day, Michigan has one of the very best school systems in the United States, a complete scheme of education from the Kindergarten to the University. Illinois is rapidly developing such a system, and the University of Illinois now has sixty accredited high schools from which it receives students into the Freshman class. The Illinois Wesleyan University has sixteen accredited high schools on its list, while the Northwestern University has twenty-one accredited high schools. Minnesota is also fast developing an ideal school system. The arrangement is as follows: Common schools, high schools, normal schools and the state university. The high schools are free to all the youth of the State, and they complete the preparation of many young men and women for college. At present, there are fourteen high schools of this class in Minnesota, with a full preparatory course, and fine equipments of libraries and apparatus.

The new States in the Northwest are taking the lead in offering liberal provisions for a higher education. Arrangements are made in their constitutions for the organization of the State Universities, in which the tuition is usually free, while below, there is an excellent system of high schools, giving ample preparation for the Universities. Accordingly, the sections on education in the new constitutions are more elaborate than they were in the constitutions of fifty years ago.

The leading European countries have a national system of education. In Germany, especially, the imperial government controls the schools, and the Universities, which are all considered to be of equal rank. These Universities hcve a uniform standard for entrance, making the system harmonious throughout the empire. We have no national system of education, but instead, there are 44 systems. Probably it is better that each State is allowed to control its own system. However, the government of each State should require the colleges to adopt a uniform standard for entrance. It would be well for the colleges in each State to be more fully under State supervision. In chartering the colleges, the State bestows upon them large privileges, and the State should see to it that each degree granted by a college is worthily given, and possesses an intrinsic value. Too often the value of a degree means but little. Dr. Isaac Sharpless tells of an instance of an institution in our State in which a man and his wife constituted the faculty. Through the aid of a political friend, they secured a charter from Pennsylvania's generous legislature, which empowered them with the privilege of conferring degrees. The husband soon conferred upon himself the degree of Doctor of Philosophy and upon his wife that of Master of Arts. I know of another instance where a lecturer in a medical school gave a certain college a few dollars' worth of apparatus, and as a reward, the degree of Master of Arts was conferred upon him. If the charters of such colleges were annulled, and if the reputable colleges of the State were to adopt a uniform standard for entrance, all of our High Schools could be graded so as to lead naturally to the college.

Although the colleges of Pennsylvania have not yet taken any steps in this direction, still I find that many of our High Schools have been preparing students for college for many years, and some of the High School graduates of our State have been admitted into the best Universities. From a comparative study of High School catalogues, I have gathered much information. The following will show the amount of work done in the languages and mathematics in some of our high schools:

Norristown High School—German, 4 years; Latin, 4 years; Greek, 2 years; plane and solid geometry, trigonometry, algebra complete.

Wilkesbarre High School—Latin, 3 years; German, 3 years. Geometry, trigonometry and algebra, 3 years.

York High School—Latin, 4 years; German, 3 years. Geometry, trigonometry, algebra, 3 years.

Scranton High School—Latin, 3 years; Greek 2 years; German, 3 years. Geometry, trigonometry, algebra, 3 years.

Towanda High School—Greek, Anabasis and Iliad; Latin, Cæsar, Virgil and Cicero. Algebra and geometry, 3 years.

Harrisburg High School—Latin, 4 years; Greek and German, 3 years, French, 2 years. Geometry, trigonometry, algebra, 3 years.

Reading High School—Greek, Anabasis and Iliad; Latin, Cæsar, Virgil and Cicero; German, 3 years. Geometry, trigonometry, algebra.

Tunkhannock High School—Latin, Cæsar, Virgil and Cicero; Greek, Anabasis and Iliad; geometry, trigonometry, algebra.

Lancaster High School—Latin, 3 years; Greek, 2 years; German, 4 years; French, 3 years; geometry, trigonometry, algebra.

Chester High School—Latin, 4 years; Greek, 2 years; geometry, trigonometry, algebra.

Altoona High School—Latin, Virgil, Cæsar and Cicero; Greek, 4 years; German, 4 years; French, 2 years: geometry, trigonometry and surveying, algebra.

North Wales High School—Latin, 3 years; German, 2 years; algebra and geometry, 3 years.

Williamsport High School—Latin, Cæsar, Virgil, Cicero; Greek, 2 years; German, 3 years; geometry, trigonometry and surveying, algebra.

Wellsboro High School—Latin, 3 years; Greek, 2 years; German, 3 years; geometry, trigonometry, algebra.

Slatington High School—Latin, Cæsar, Virgil, Cicero; Greek, Anabasis and Greek Testament; algebra, geometry and trigonometry.

Bradford High School—Latin, Virgil, Cæsar, Cicero; Greek, Anabasis, Homer: algebra, geometry and trigonometry.

Meadville High School—Latin, Cæsar, Virgil, Cicero; algebra, plane and solid geometry.

Erie High School—Latin, Cæsar, Virgil,

Cicero; Greek, Anabasis, Homer, Herodotus; German, 4 years; French, 4 years; geometry, trigonometry, algebra.

Central High School, Philadelphia — Languages and mathematics, full collegiate course. Degree of A. B. granted.

Pottsville High School—Latin, Greek and German, 3 years; geometry, trigonometry, algebra.

Besides approved courses of study, the above-named high schools have a more or less satisfactory material equipment. Apparatus in variety is provided, and the facilities for teaching the natural sciences are in some of the schools first-class. Many of these High Schools have a faculty with a professor in charge of each important subject. Thus the Reading High School has had for its Professor of Chemistry a graduate of a German University. The Philadelphia High School has twenty-one professors and instructors. The Erie High School has a faculty of eleven members, and nearly all of them are college graduates.

In addition to the above information, I have found by correspondence with the colleges of this and adjacent States that a great many Pennsylvania High Schools had been preparing students for college. The following are the colleges and the Pennsylvania High Schools that have prepared students for them:

Lafayette College—Classical Course: Altoona, Ashley, Bangor, Bath, Bristol, Butler, Catawissa, Chester, Clearfield, Danville, Easton, Erie, Franklin, Fredonia, Girard, Greensburg, Harrisburg, Hollidaysburg, Huntingdou, Houtzdale, Lewistown, Lock Haven, Mercer, Mill Hall, Montrose, Philadelphia, Portland, Pottsville, Scranton, Shenandoah, Slatington, Somerset, Sunbury, Uniontown, Warren, Wellsboro, Wilkesbarre, Williamsport, Stroudsburg, Hazleton. Many of these also entered students in the scientific course.

Haverford College—Classical Course: Philadelphia, West Chester, Towanda. Scientific Course: Philadelphia, West Chester, Norristown.

Washington and Jefferson College—Classical Course: Greensburg, New Castle, Pittsburgh, Scientific Course: Allegheny, Greensburg, Washington.

Syracuse University — Classical Course: Greenville. Scientific Course: Philadelphia, Bradford, Erie, Scranton, Altoona, Athens.

Allegheny College — Classical Course: Oil City, Bradford, Pittsburgh. Scientific Course: Meadville, Union City, Erie, Warren, New Castle. Greenville.

Western University—Classical Course: Pittsburgh, Allegheny. Scientfic Course: New Castle, Meadville, New Brighton, Beaver, Erie, Leechburg.

Princeton College—Classical Course: Reading, Harrisburg, Pittsburgh. Scientific Course: Peoria, Titusville, Butler, Bethlehem, Hazleton, Lewistown. Lancaster.

Lehigh University—Classical Course: Central High School, Philadelphia. Scientific Course: Bethlehem and South Bethlehem, Lancaster.

Harvard College—Classical Course: Reading, Bradford, Pittsburgh, Philadelphia.

Should space permit, I have material on hand that would increase these lists very much, but the facts already presented show that there is a strong tendency toward college preparatory work in the High Schools of the State.

In an extensive correspondence with High School principals and Superintendents, I have also gathered much information relating to the subject. Principal Bevan of Mauch Chunk informs me that their graduates have entered the scientific course at Cornell, Dickinson and Lafayette. Superintendent Missimer of Erie writes that graduates of the Erie High School have entered the classical course at Yale, Cornell, Vassar, University of Michigan, Adelbert, Thiel, Allegheny, Oberlin, Smith and University of Pennsylvania. Principal Scheibner of Reading writes that graduates of the Boys' High School have entered Harvard classical, Yale classical, Princeton classical, Amherst classical, Cornell scientific, Lehigh classical, Pennsylvania College, classical sophomore, Franklin and Marshall classical sophomore, Muhlenberg classical sophomore, University of Pennsylvania classical, Columbia College classical. Prof. G. W. Phillips, of Scranton, states that their High School has prepared students in the classical and scientific courses for Princeton, Lafayette, Wesleyan, Lehigh, Bucknell and Vassar. Principal Putnam, of Towanda, writes that they fit for college if the students desire it. Students have been prepared in the classical course for Princeton and Haverford, and in the scientific course for Cornell, University of Pennsylvania, Lehigh and the Pennsylvania State College.

Superintendent Transeau, of Williamsport, states that they have prepared pupils for Lafayette, Lehigh, Cornell, Dickinson, Harvard and University of Pennsylvania. Twenty students were prepared in five years. J. C. Breidinger, principal at Tunkhannock, replies that students have been prepared for the scientific course of Yale, Harvard and Lafayette. Principal Bevan, of Catasauqua, informs me that students have been prepared there for Lehigh classical and scientific, Lafayette and Muhlenberg. Supt. Wm. M. Benson, of Huntingdon writes that students have gone from Huntingdon to Princeton, State College, Bucknell and Franklin and Marshall. The Slatington High School has prepared students for Muhlenberg, Ursinus and Lafayette. Lafayette admits the pupils on the certificate of the principal. The Greensburg High School has prepared students for Washington and Jefferson, Bucknell, Geneva College and Grove City College. Thirteen students have been prepared for college during the past five years.

The movement seems to be general all along the line. Supt. Cottingham, of Easton, writes: "The old course of study

has been abandoned in order to give place to our new curriculum, adapted to the readjustment of the school into classical, scientific and business departments. The male graduates who enter college are usually matriculated at Lafayette, whilst a few have entered other colleges." Supt. Foster, of Chester, in a report to the School Board, some time ago, said, "I am proud to add our High School to the large number of those throughout the country that are recognized leaders of the higher institutions of learning." From Principal Roth, of Bradford, I learn that the Bradford High School has prepared students in the classical course for Vassar, Harvard, Yale, Oberlin, Wellesley and Cornell. Ample provision has been made to fit for any American college. A chemical and physical laboratory has been built equal to the Massachusetts Institute of Technology. Principal Hoxton, of Meadville High School, writes that since Meadville is a college town, most of the graduates of the High School attend Allegheny College, but the graduates are also ready to enter any college.

ITEMS FROM REPORTS.

ADAMS—Supt. Thoman: Another of the most successful Institutes was held at Gettysburg in the last week of November. One thing among others considered by our teachers was the formulating of a plan for a county-school exhibit for the next Institute. The committee appointed for this work made the following report: Teachers are to send all the work they deem proper to the County Superintendent's office at least three weeks prior to the meeting of the Institute, the specimens to be selected from work done by pupils between this time and the date of sending in same; that a committee of seven teachers be appointed to meet at least two weeks before the Institute convenes, and select from work sent in, and arrange and classify it properly. The specimens are to consist of drawings, compositions, penmanship, botanical specimens, geological collections, examination papers, and manual training-work — in short, all school-room work will be accepted. The first regular session of the Directors' Association was held in the public-school building, Gettysburg, November 30th. The number of Directors present was about ninety, also a large number of spectators. The programme previously arranged by the executive committee was very satisfactorily carried out. Dr. G. B. Hancher, principal of the Keystone State Normal School, addressed the directors at their afternoon session; addresses were also made by ex-County Supt. D. G. Williams, of York, and P. D. W. Hankey, of Gettysburg. The Association unanimously recommended the system of graded work in country schools, introduced by the Superintendent, and urged its adoption where not already in use. The work of the Association proved of unusual interest. Along the lines of needed school legislation, our directors, being an organized body, are in a position with some prestige to memorialize the law-making power of the State, and thereby bring its influence to bear upon proposed enactments.

ALLEGHENY—Supt. Hamilton: An excellent four-room building was erected in Mifflin township in September. The dedicatory services of the new school in Duquesne were held November 4th. The building is a handsome one with eight rooms. It is heated and ventilated by the Bennett & Peck system. An elegant eight-room brick building was dedicated in Braddock township November 11th. It is heated and ventilated by the Smead system, and is one of the best buildings in the county. At all of these dedications the patriotic orders turned out and took part in the services: A fine twelve-room brick building in Braddock township was burned down early in November. It was insured for $30,000, and will be immediately rebuilt.

ARMSTRONG—Supt. Jackson: A school has been opened in Parks township on account of the crowded condition of No. 2. It would be an advantage to both teachers and pupils if many of the districts would follow the example of Parks and divide the overcrowded schools that exist in some places. No school should have more than forty pupils for one teacher. A very interesting school meeting, addressed by Dr. Waller, was held in Kittanning. A deeper interest has been aroused in that borough.

BLAIR—Supt. Wertz: The School Board of Antis township has demonstrated its progressiveness by advancing teachers' salaries to $40 per month, and repairing and renovating the school-houses. The house at Elizabeth Furnace has been much improved and refurnished with patent desks. Our County Institute was largely attended. The Jr. O. U. A. M. and the P. O. S. A., and citizens of Freedom township, placed flags on the school-houses at Leamersville and Puzzletown on Thanksgiving Day. Large audiences were present at each place. There were addresses and music appropriate to the occasion.

BUCKS—Supt. Slotter: The corner-stone of the new school-house at Morrisville was laid October 9. Lewis R. Bond conducted the exercises, in which the teachers and pupils participated. The large audience and the close attention indicate the deep interest people of the town and the surrounding community feel in everything pertaining to the educational welfare of their children. The site is an historic spot, being a part of the gronnds where Washington's army encamped in 1776. It is in every way well suited for its present use. The annual Teachers' Institute has left most encouraging impressions. The attendance throughout the week was much larger than

usual. Of the 300 teachers of the county, only six were absent; of these, four were at the World's Fair, and two were sick. On Directors' Day 122 directors were present. The schools of the 3d ward, Quakertown, moved into their new house November 13. It is a large brick building, finished in hard wood, and heated and ventilated by the Smead-Wills system. It is in every way a credit to the town. West Rockhill has placed a copy of Webster's International and a neat book-case in each school of the district. Warminster has enlarged two of its school-yards. The teachers of Northampton township have arranged to hold a Local Institute at Richboro, January 18th or 19th, 1894.

CAMBRIA—Supt. Leech: The annual County Institute was a most successful educational meeting, in point of interest and attendance of teachers and directors, and the character of the work done by the instructors, Hon. Henry Houck, Supt. J. S. Walton, Prof. John B. DeMotte, Dr. L. B. Sperry and Prof. A. D. Meloy. The strong points of the Institute were, the entire harmony throughout, the thoughtful attention of the teachers to the excellent work of the instructors, the division of the Institute for two hours during the forenoon into three sections, primary, intermediate and higher, and ungraded—for the purpose of special instruction—and the music under the direction of Prof. T. L. Gibson, which was a source of much enthusiasm and inspiration.

CHESTER—Supt. Walton: Good work is being done this year by the various teachers' associations throughout the county. Over fifteen valuable meetings have been held. A large number of expensive charts were placed in our schools last summer. In many places the dust accumulates upon them, where reference books and choice reading are scarcely known. Our teachers, as far as visited, are doing better average work than during any previous year.

CLEARFIELD—Supt. Youngman: Twelve new schools were opened this year, making a total of 387 in the county. Additional graded schools are needed in some districts in order to reduce the primaries and make better teaching possible. The several new buildings erected are an improvement on the old style and are a promise of better things to come.

COLUMBIA—Supt. Johnston: The county institute was a success. Notwithstanding the fact that it was held more than a month earlier than usual, every teacher in the county except nine—four on account of sickness—was enrolled and in attendance, The instructors were Dr. J. B. De Motte. Dr. L. B. Sperry, Mrs. Ella Greene, Miss Ella Richardson, Dr. J. P. Welsh, Profs. Noetling, Chas. Albert, Henry R. Russell, E. K. Richardson, and C. M. Parker. The evening entertainments: Dr. De Motte, Prof. L. I. Handy, Col. Geo. W. Bain, and The Ollie Torbett Concert Company. Arrangements are being made to hold about ten local institutes during the school year. The first of these will be held at Berwick, Saturday, December 9th, with a lecture Friday evening previous by Prof. Handy. The schools so far as visited are in good condition, and the teachers are in most cases doing good work.

CUMBERLAND—Supt. Beitzel: Never before were teachers so scarce as at the opening of this year,—a condition brought about by raising the standard of fitness. Our aim has been to improve the schools and thus to raise the salaries of teachers. As a result, a larger proportion of our teachers are experienced in the work. Middlesex put in four new slate black boards. The Mechanicsburg schools now occupy their new building. Principal E. M. Baxter has introduced some new features, one of which is to march the pupils out of the building to the tap of the drum. He has also provided a series of educational lectures by prominent educators for the benefit of the teachers and friends of the cause—a step in the right direction. Mechanicsburg can now lay claim to the finest public school building in the county. The Board is composed of public spirited men, and although they were considerably criticised for their progressiveness, they have erected a building which will be a lasting monument to their fidelity to the highest interest of humanity. Future generations will speak their vindication with grateful hearts.

FULTON—Supt. Chestnut: Local institutes are organized and have been held during the term in each of eleven townships. Eighteen such meetings have been held, eleven of which I have attended. They are very beneficial to teachers, schools, and patrons. In one district, Belfast, the use of a house was forbidden by the President of the Board; two weeks later we held a meeting in another house of the same township. The aim is to spend enough time in each school to understand its practical working, and the spirit animating the teacher. Too many teachers lack energy and enthusiasm; all such should be weeded out as fast as possible. Most teachers are, however, anxious to improve.

GREENE—Supt. Stewart: The four local institutes held this month were well attended, and much interest was taken in them by teachers and citizens. Most of the teachers (I wish I could say all) did active work in these meetings. I am now spending most of my time in visiting schools. I find three classes of teachers: Those who are working merely to get in the time; those who feel that they are paid for their work, and ought to do enough to earn the money; those who are throwing their whole energy into the duties of each day, and are working as if their future success, and the well-being of society, depended on how they teach this winter. This latter class should be kept in the schools at any cost. I am edit-

ing an educational column in the Waynesburg *Independent*. This paper is sent free to each school in the county.

JUNIATA—Supt. Marshall: Our annual Institute was held at Mifflintown. All the teachers but one were present. Our instructors were Dr. N. C. Schaeffer, Prof. Chas. H. Albert, Dr. L. I. Handy, Dr. A. R. Horne, and Dr. J. B. De Motte. On Tuesday afternoon, Prof. J. T. Ailman made a very able address on "The Mission of the Public Schools." Evening entertainments: address of welcome by Dr. H. C. Holloway; response, by Samuel J. Stoner; "Our Children's Heritage," by Prof. Albert; "The Road to Victory," by Dr. Handy; "Push and Pull," by Dr, Horne; Concert by the Schumann Male Quartette; illustrated lecture, "The Harp of the Senses, or, the Secret of Character Building," by Prof. De Motte. On "Directors' Day" about thirty-six directors were present. They were addressed by Dr. A. R. Horne, who spoke to them about what should be done with our portion of the $5,500,000 appropriation. Addresses were also made by several of the directors and citizens.

LACKAWANNA—Supt. Taylor: In many schools the directors have ordered too few books. This is a serious mistake; but we hope all schools will be fully supplied before January 1st, 1894. Uniform examination questions were sent to all teachers in the county, and an examination held November 28th. A local Institute was held at Waverly. Prof. Geo. P. Bible, of Stroudsburg, gave an evening lecture, and also assisted at the day sessions. The teachers of the boroughs of Blakely, Winton, Olyphant and Dickson—forty-three in all—met at Olyphant, November 18th, and organized for monthly Institute work. Their meetings will be held on the second Saturday of each month. The work will be both scholastic and professional. Conductors in arithmetic, geography and theory of teaching were appointed. Hughes' "Mistakes in Teaching" was adopted as their first text-book in professional work. The officers of the organization are: President, M. W. Cummings; Vice-President, Carrie A. Kenyon; Secretary, M. J. Lloyd; Treasurer, J. A. Moyles. This is the only attempt to do regular, systematic work that has been made for some years.

LAWRENCE—Supt. Watson: The schools of W. Newcastle were opened in their new school building November 13th, with a large attendance—so much so that it was necessary to open the eighth room and elect another teacher. The schools of Mahoningtown have been closed for the past two weeks on account of diphtheria. Three deaths have been reported.

LEBANON—Supt. Snoke: Never before had there been a better attendance of teachers and directors at the County Institute. Every teacher in the county responded to the first roll-call. With one exception, I have visited all the schools and found them doing well. Successful local Institutes have been held in Londonderry, Annville and North and South Lebanon.

LUZERNE—Supt. Harrison: The free text-book system brought about a noticeable change in at least one respect. Formerly it was not an unusual thing to find pupils who were spending their entire time in the study of three or four branches. The teacher found it difficult to induce the parents to furnish the necessary books. If the Board insisted upon its being done, the pupils would sometimes leave school. Now it is a rare thing to find a pupil refusing to take up certain branches. Some districts failed to order a sufficient number of books and have been at a disadvantage in consequence; but this will soon be remedied.

LYCOMING—Supt. Becht: The plan of having District Superintendents hold monthly meetings is attended with great success. Limestone, Loyalsock, Lewis, Washington, Fairfield and Bastress districts have held such meetings, with the result of awakening an interest in teachers, directors, patrons and pupils. Jersey Shore has added a year to the course of study and will engage an assistant for the High School. The work throughout the county during the past month has been most encouraging.

MIFFLIN—Supt. Cooper: During the month I have visited thirty schools, including the borough of Lewistown, under the supervision of Prof. J. C. Houser, and the schools of McVeytown, under Mr. W. B. Rodgers. These schools are doing good work. Perhaps the greatest deficiency in some of our schools is a lack of discipline. Armagh and Brown townships held their first Institute November 3d and 4th. The evening session was especially well attended. Our County Institute, held in Lewistown, was a complete success, and the Superintendent thankfully appreciates the hearty coöperation of the teachers during the entire week. On Wednesday, which was Directors' day, about one-third of the directors of the county were present. "Employment of Teachers" and "Method of Ventilating School-Rooms" were the questions discussed; the former was opened by Rev. Focht, of Lewistown, and the latter by Roland Thompson, of Milroy.

NORTHAMPTON—Supt. Hoch: Arbor Day was celebrated by the Bath schools with appropriate exercises. Addresses were made by Revs. Krider, Linderman and Erisman. Four trees were planted and named in honor of Supt. W. F. Hoch, Grover Cleveland, Dr. N. C. Schaeffer, and Geo. D. Humbert. Our County Institute was very successful.

PIKE—Supt. Sawyer: The free text-books have given a stimulus to education. Evidences of educational advancement are noticeable on every hand, and children are anxious to make good use of the present advantages. Probably part of this is due to the better classification of pupils afforded

by the uniform text-books. For a number of years past the pupils in several districts have been permitted to study whatever books were brought to school, to save parents the expense of buying new books. The result was that in a great many cases there would be several classes formed where there should have been only one of a certain grade. Less time had to be devoted to a recitation, and the small number of pupils in a class caused the interest in study to lag in spite of the earnest efforts of our best teachers. The difficulty has been overcome by uniform books, and the schools are the better for it.

SOMERSET—Supt. Berkey: All the schools, 284 in number, are in successful operation. Local Institntes have been organized in all but a few of the districts, and under the direction of wide-awake and progressive teachers they are doing much good.

TIOGA—Supt. Raesley: The attendance at the annual Institute on the part of teachers, and the general interest manifested, were never better. During several days the number of visitors was limited only by the size of the hall in which the sessions were held. Instruction was given by State Superintendent N. C. Schaeffer, Superintendent J. S. Walton, Dr. L. B. Sperry, ex-Supt. M. F. Cass, Profs. H. E. Cogswell, W. R. Longstreet, A. F. Stauffer, and J. P. Breidenzer, and Mrs. G. B. Strait. In addition to the work of the instructors, Hon. H. W. Williams, of the Supreme Court, delivered an able address on "The Relation of the State to the Nation." Interesting papers were read by Profs. J. C. Doane and W. E. Blair, and Miss Flora Russell. In accordance with resolutions passed to that effect, a committee of seven teachers was appointed to establish a Teachers' Reading Circle. The county was also divided into fifteen local institute districts, and a committeeman appointed for each district.

UNION—Supt. Johnson: I have visited all our schools, and find that in nearly all the districts, directors have not only complied with the letter, but the spirit of the law, in arranging for books and supplies, and in the construction of out-buildings. All the schools of the county are working under a system of grading which promises good results.

VENANGO—Supt. Bigler: I have undertaken to introduce Welch's system of classification, gradation, and close supervision. A number of townships have already adopted it, and others are considering it. I think, if properly introduced, it will be an aid to better work. The best reason for the introduction of such a system is the loose and unsatisfactory results attained in our schools.

WASHINGTON—Supt. Tombaugh: Our district and local Institutes are very successful; many of them are being held. The attendance at the County Institute was larger than ever before. The number of antiquated moss-backs, who learned it all long ago, and do not need Institute instruction, is becoming beautifully less each year.

WESTMORELAND—Supt. Ulrich: In many of our townships local Institutes are being held; in some once a month, in others every two weeks. I hear very good reports from these districts relative to the interest taken in the Institutes.

ALLENTOWN—Supt. Raub: One male and one female night school have been opened with a good attendance. The male school is taught by one of the regular teachers, and the female by a young lady who holds the position of substitute.

BETHLEHEM—Supt. Farquhar: The public schools of Bethlehem observed Arbor Day, November 8th, in conjunction with the reception and dedication of a new bell for the Neisser building. Trees were planted and named. A glass jar containing a variety of articles was placed at the root of the tree named the "George Neisser Maple." The bell was dedicated to the memory of George Neisser, Bethlehem's first school teacher; it bears the inscription: "1893. In honor of George Neisser, Bethlehem's First School Teacher, 1743. His work will live forever." Director Edward Welden delivered the introductory address; Director Augustus S. Bishop, the address of dedication; and Rt. Rev. J. Mortimer Levering, the formal address of the occasion on the "Life and Work of George Neisser." A pleasing incident of the exercises was the crowning of the bell with a wreath of choice flowers by Anna Frances Neisser, a descendant, who sought in this way to honor a worthy ancestor. The School Home class of Neisser building placed the flowers next day on the good man's grave in the Moravian cemetery.

BRADFORD CITY—Supt. Roth: The enrollment is the largest in the history of the schools. The attendance in the High School is relatively very large. This is owing to the re-organization effected last month, as already reported. The movement in providing fitting facilities for any American college has stimulated and raised the standard in every department in the High School and more than doubled the attendance. However, our most pressing present need is for a compulsory school law to meet "cases of truancy." The attractiveness of the school-work will do much, but not enough to reach those pupils not within the scope of such influence. Without reaching such cases now on the streets, or prematurely at work, our State School system can never fulfil its mission. What can be done?

CHAMBERSBURG — Supt. Hockenberry: Having united the two High Schools, and anxiously watched the result for three months, it is gratifying to all concerned to know that under the efficient corps of instructors, the anticipated advantages of the plan are being fully realized. All our teachers attended the County Institute, which was one of unusual value professionally.

DUNMORE—Supt. Williams: At their last meeting the School Board adopted Prang's system of Form Study and Drawing. The services of a competent supervisor have been procured. The directors are very favorable to progress, and undoubtedly other educational features of merit will soon become a part of our school system.

HAZLE TWP., (*Luzerne Co.*)—Supt. Mulhall: The study of Latin has been introduced into several schools of the township during the present term. Twenty-four copies of Allen & Greenough's Latin Grammar and Harper & Burgess' Inductive Latin method have been supplied to these schools, besides a number of Wentworth's Geometries. The pupils taking up these branches are doing so with a view to prepare themselves for a normal school course. Quite a number of pupils throughout this district are preparing for the teachers' examination.

HUNTINGDON—Supt. Benson: The enrollment of pupils is much greater than that of any previous year. I believe free books and supplies have had much to do with it. Nor does it seem that the maximum enrollment is yet reached, for they are still coming in. Almost every day adds a few pupils to the roll of some school. Judging by the liberal contributions of the schools for the support of the orphans' home on Thanksgiving Day, we would conclude that more than mere routine book knowledge is being gained by our pupils.

MILTON—Supt. Goho: On Nov. 3d, the teachers of Mt. Carmel visited our schools, with Supt. Dean at their head. The Board is having an addition put to the high school building for the introduction of the Mead flush-closet system.

MT. CARMEL—Supt. Dean: The marked improvement in our schools is due to better grading, the introduction of drawing, and a better class of teachers. We are determined that those employed shall be normal school graduates or the equivalent thereof. There has been much sickness in the schools, and the percentage of attendance has consequently been lowered. The teachers are doing excellent work; they have taken hold of the drawing vigorously and with good success. Our high school is working hard, and under the efficient care of Mr. Cocklin will hold its own with the best of high schools. Ground has been purchased for a new high school building, to be erected next spring. We hold a primary grade meeting each Monday, and an advance grade meeting each Tuesday after school.

NEWPORT TWP., (*Luzerne Co.*)—Supt. Dewey: Two rooms were completed and schools opened in them during the month. We now have three four-room buildings, three two-room buildings, and one single room building—nineteen schools—in operation. Vocal music is taught in all grades above the first and second primary.

NORRISTOWN—Supt. Gotwals: On Tuesday before Thanksgiving Day, our school children were asked each to bring a potato for the poor of the borough. The bringing was entirely optional. On Wednesday afternoon these were collected, and they amounted to over seventy bushels of the finest potatoes. The children seemed very happy to have this opportunity of giving something for the relief of the needy.

OIL CITY—Supt. Babcock: Free textbooks and supplies are a great help to the teacher; at least we find them so here. Heretofore there has been more or less delay, because some of the pupils were not promptly supplied with books. The children seem delighted, also, with the fact that their wants in school are so well provided for. Thus far we have found them more careful of the books and supplies furnished by the School Board, than they formerly were of their own.

SCRANTON—Supt. Phillips: Our night schools opened the first Monday in November. This year we have adopted the plan of admitting by card granted by the controller of the ward. Night schools heretofore have not been at all satisfactory; in fact, the results were not at all what the district had a right to expect. The branches taught are arithmetic, reading, writing and spelling. The contract has just been let for a $26,000 building, exclusive of heating and ventilation, to contain eight rooms. The architect has also presented plans and specifications to the Board for a twelve-room building. So the good work goes on.

SUNBURY—Supt. Oberdorf: The vacancy in the high school has been filled by the election of Prof. H. W. Consar, of New Berlin College. He is a man well qualified for the position, with eight years' experience in teaching, and will begin work January 2. The percentage of attendance has been reduced by sickness, measles and scarlatina prevailing. Otherwise work seems to be progressing satisfactorily. No time has been given to visitation of schools, my whole time being required in the high school. The directors do but little visiting, depending upon the Superintendent's report for their information as to the condition of the schools.

TITUSVILLE—Supt. Crawford: During the month we have organized all our teachers into the "Teachers' International Reading Circle." A very lively interest is awakening in the work.

WEST CHESTER—Supt. Jones: The boys' debating club and the girls' literary society are valuable features in the high school. These are managed by the pupils themselves in the presence of a teacher. Dr. Francis Newton Thorpe, of the Universiry of Pennsylvania, spoke to the high school on "Education and Citizenship." Prof. Howard, a prominent member of the Chester County Historical Society, presented a framed picture of Lafayette to the school.

BEULAH LAND.

EDGAR PAGE.
J. R. SWENEY, by per.

1. I've reached the land of corn and wine, And all its rich-es freely mine; Here shines undimm'd one bliss-ful day, For all my night has pass'd a-way.
2. The Saviour comes and walks with me, And sweet communion here have we; He gent-ly leads me with His hand, For this is Heaven's bor-der land.
3. A sweet per-fume up-on the breeze Is borne from ever-ver-nal trees, And flow'rs that never fad-ing grow Where streams of life for-ev-er flow.
4. The zephyrs seem to float to me, Sweet sounds of heaven's mel-o-dy, As an-gels with the white-robed throng, Join in the sweet redemption song.

Oh, Beu-lah land, sweet Beulah land, As on thy highest mount I stand, I look a-way a-cross the sea, Where mansions are pre-pared for me, And view the shin-ing glo-ry shore, My heav'n, my home, for-ev-er-more.

ALL HAIL THE POWER OF JESUS' NAME.

E. PERRONET, 1780.
O. HOLDEN, 1793. "CORONATION."

1. All hail the power of Je-sus' name! Let angels prostrate fall; Bring forth the royal di-a-dem, And crown Him Lord of all; Bring forth the royal di-a-dem, And crown Him Lord of all.
2. Sinners, whose love can ne'er forget The wormwood and the gall, Go, spread your trophies at His feet, And crown Him Lord of all; Go, spread your trophies at His feet, And crown Him Lord of all.
3. Let ev'ry kindred, ev'ry tribe, On this ter-res-trial ball, To Him all ma-jes-ty as-cribe, And crown Him Lord of all; To Him all ma-jes-ty as-cribe And crown Him Lord of all.

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THE TRUE STANDARD OF EDUCATIONAL VALUES.

BY JOS. CARHART, PRESIDENT MINNESOTA NORMAL SCHOOL.

HE substantial elements of the com- mon school curriculum for many rs have been Reading and Writing, thmetic, Geography, History, and ımmar. Without stopping to inquire v it came to pass historically that se constitute everywhere the substan- elements of the common school cur- ılum, let us see what each contributes ard producing in the pupil that con- on which shall prepare him to be- ıe a free member of the institutions of ety and to participate in the spiritual of the race.

Iastery of the printed page emanci- es the individual from the narrow ge of the senses and enables him to the senses of all mankind, at all es, in all places, and on all subjects. identifying his thought with the best ught of the world's best men and nen expressed in books, the mere indi- ıal enters into a life universal. ough the power to read he realizes, ıat there is one mind common to all ividual men, and that his mind is an t to the same and to all of the same." means of writing he can be present to ers far removed in time and space.

ırithmetic makes the individual mas- of numerical quantity. The indi- ual brings his little product to the ımon store-house, where it is quanti- fied. He also takes away from that store-house a quantity of the results of the labor of his fellows. Arithmetic is the science of quantity, and lies at the basis of all commercial transactions and renders social combination with its division of labor possible. The science of number, standing midway between concrete things and pure thought, is the first instrument which intelligence uses to gain a mastery over nature. Its efficiency as a means of giving power of attention, abstraction, and generalization, is universally recognized.

As a physical being, man's wants relate him to all countries. He is a member of a joint-stock company which owns an estate twenty-five thousand miles in circumference, and extending from pole to pole. Each individual is related to the entire estate. The return he receives from working the small part to which his attention is directly given, through commerce is infinitely enlarged by its connection with the whole. Geography teaches the individual that his labor and his locality are no private affairs, but that the entire world is interested in them. It teaches him that no part of the world is too remote to be of vital importance to him.

A deep water-way from Duluth to tide-water, and the immense milling and other

special interests of cities, are matters of moment not only to the cities themselves and to the states of the Northwest and the country at large. London and Liverpool are as much interested as Duluth and her sister cities. The denizen of Russia and the peasant of France are as much concerned in these matters as the farmer of Minnesota and the Dakotas. Legislation in the Parliament of Great Britain affecting the monetary value of silver in India interests the merchant of New York and Chicago hardly less than the banker in Bombay and Calcutta. "No man liveth to himself" is the principle which lies at the basis of society, and Geography is the most efficient means of giving that insight.

Geography gives to man a knowledge of himself, by teaching him the infinite web of his relations extended in space, and history gives him a knowledge of himself as extended in time. To know himself, one must know the process of his becoming. Not alone are the man and woman who gave him birth his parents. He is the child of ages. All the past is his parent. To know himself, he must know that parent. To be an obedient and intelligent child of the state, he must know that state. This knowledge he acquires by the study of the history of his country. There he sees revealed in the struggle from which events are born that power in the world which makes for righteousness. He sees the process by which that which is eternal in the human will overcomes that which is negative and makes itself permanent and substantial by embodying itself in the objective world of institutions. History reveals to him the identity of the reason embodied in institutions with his own reason, and he will defend society because in so doing he is defending his own permanent, universal self.

The act of identifying the reason within with the reason without, is an act of reflection, a power which pre-eminently distinguishes man from the lower orders of being. The most efficient means of developing this power is the subject of Grammar. By the study of Grammar I mean the study of the forms of expression as based upon a study of the forms of thought which determine expression. Here the mind is brought face to face with itself. It studies it own products and the processes and laws by which those products are formed. It gets glimpses of that Infinite Mind in whose image it is created, in which it "lives and moves and has its being," and which is the essence of the world.

Admitting that an elementary course of study, limited to reading and writing, arithmetic, geography, history, and grammar, is not entirely complete, it may still be insisted that such a course is exceedingly rich.

By means of these subjects the modern child has become what the ancients conceived their gods to be. A score of illustrations might be given, but one is sufficient. The name of the Hindoo goddess Ushas means, in the Sanscrit, "to know." In his bible, the Veda, the Hindoo describes his goddess thus: "Beautiful goddess! daughter of heaven, the giver of light. First of all the world is she awake, trampling over transitory darkness. From on high she beholds all things." Modern society is making each child another Ushas. She is placing him on high where he may behold all things. By means of the simple elementary subjects with which we have grown so familiar that there is a disposition in some quarters to treat them with contempt, the child becomes a denizen of all nations, a contemporary of all ages, is placed in right relations with his fellows, and is furnished the only "open sesame," to the world of matter and of man.

Not the common school curriculum so much as the common school teacher, needs enriching. "Apperception" and "concentration" name principles that will greatly modify the method of dealing with the subjects of elementary education, but reason and experience have already furnished us the best possible subjects. The great need is fewer narrow "individuals" and more large "persons" in the school room. That our schools are imperfect, nobody knows better than those who, from the inside, are engaged in the effort to make them better; but nothing will prevent improvement so much as to divert attention from the real defects by dwelling upon side issues.

Society insists that the editor shall have a keen insight into public affairs. It insists that the lawyer shall be a person, that he shall know the principles of jurisprudence, the statutes of his state, and the decisions of the courts. Society demands that the minister shall be orthodox, that he shall represent the doctrines of his church, rather than his mere indi-

vidual whims (sometimes he develops a personality larger than his church, and that is well). Society demands that the college professor shall know everything pertaining to the subject he professes (except the science and art of teaching it). Society demands that the physician shall be a person familiar with the established principles of physiology, pathology, and therapeutics; and woe to the practitioner whose patient dies under a treatment not recognized by the code as regular! His fellows will give testimony, readily recognized as expert, and the court will approve the verdict of homicide.

That same society which is ready to demand all this of its public servants in other departments, will shut a giddy girl of sixteen summers up in a room with forty children, hour after hour, and week after week; but who ever heard of a prosecution for menticide?

It is well to insist upon personality in the other professions, but it is more important in the profession of teaching.

Suppose during a heated campaign the moral nature of our editors was so permanently twisted that they could never again tell the truth, and society should decide to get on without the editors—a generation of men and women who, in the public school, had acquired a taste for good literature and the power to read it, and with the old masters at their elbows telling them truths new every morning and fresh every evening, would hardly miss the editors.

Suppose the lawyers should degenerate into "shysters" who would, for a consideration, work to secure the acquittal of a guilty client, and society arose in its wrath and abolished lawyers—a generation of men and women who, in the public school, had learned the beauty of the golden rule, could live together with a goodly degree of harmony without the aid of lawyers.

Suppose the healing art should decline—those who, in the public schools, had learned to conform to the principles of "plain living and high thinking," except in case of accident, would have little need of the physician.

Suppose the college professor should degenerate into what Carlyle calls "a gerundive, dry-as-dust grad-grind"—the youth inspired by the common school teacher with a desire to develop the highest possibilities of his being, and given a mastery of the elementary subjects, the technicalities of all knowledge, would march to his goal in spite of the memory-cramming, soul-killing monstrosity which the college authorities sometimes place in his way.

Suppose the morality of the pulpit should decline, and the high intellectuality of our clergy suffer eclipse (God forbid!)—but suppose this calamity should overtake us, we would not mourn as those without hope. We would still have an open Bible which would be a lamp to the feet and a light to the path of the common school teacher's pupils. At best the minister meets the child about one hour a week, under circumstances that give him too little influence over it. The public school teacher has full control of the child six hours a day, five days in the week, four weeks in the month, nine months in the year, eight years of the child's life—an aggregate of eight thousand six hundred forty hours! Eight thousand six hundred forty rounds of a ladder up which little feet, God bless them! will climb toward Heaven, or down which little feet, God help them! will crawl toward hell, according to the influence of the common-school teacher.

Retrogression in any of the professions named would be a calamity, but whatever may be their fate with respect to editors, lawyers, doctors, college professors, or ministers, I pray Divine Providence, in the name of Him who loved little children, to send to my children good, efficient public school teachers, men and women possessing a large and rich personality, and I will risk all the rest.

What I have been trying to make appear may be summarized in a few brief sentences:

Men are of real force in the world according as they represent in their conduct and their thought something of universal value. The universal man has expressed himself in institutions. Each child born into the world is a candidate for membership in the institutions of society. The school is the preparatory institution which qualifies the child for participation in the life of his fellows expressed in the institutions. The organization and curriculum of the public school are admirably adapted to the purpose. The increased efficiency of the school is to be accomplished chiefly by enlarging the personality of the teacher.—*Public School Journal.*

MUSIC WELL TAUGHT.

REPORT ON MUSIC IN TRAINING COLLEGES IN ENGLAND AND WALES.

SIR JOHN STAINER, Inspector of Music, makes the following report on music in Training Colleges in England and Wales in 1892:

My Lords: I have the honor to present to you my report and that of Mr. McNaught on music in training colleges. This being the tenth year of our work of inspection, a few remarks on the general progress of music in elementary schools, as well as in training colleges, may not be out of place. Ten years ago reading music at sight was made by the Code a requirement for the higher grant of one shilling. The requirements were not, and, indeed, could not have been, suddenly demanded; it had been long known that such a step would be taken, and the standard of work was gradually raised for several years. In 1884 about one and one-fourth million of children earned the grant, in 1892 the number closely touched three millions. All these children have learnt enough about music and theory and practice of music to constitute a sound basis for future work in after-life. Some take exception to this statement on the ground that the majority of children learn the letter notation (Tonic Sol-fa), and not the Staff. But there need be no misgiving on this score, for the Tonic Sol-fa method now admits those instructed in it to the best literature of vocal music; an immense number of standard vocal works, ancient and modern, can now be obtained in this notation. But this is not all; it will be found that the majority of those having real musical taste use the Tonic Sol-fa system as a stepping-stone to the ordinary Staff; and no more scientific method can possibly be found for unravelling the acknowledged difficulties of the Staff as a vocal notation. The ordinary notation will be infinitely better mastered and understood by those who have passed into it through the gates of the more scientific Tonic Sol-fa, and it is important to note that all that is learnt by the Tonic Sol-faist is of value when studying the Staff. *Nothing has to be unlearned.*

The ultimate result of the present system of permitting two notations to run side by side on equal terms, will probably be that in the more favored and prosperous schools the lower divisions will be presented in the letter notation, the higher divisions in the Staff. This is the goal towards which our faces have been set from the very first; and our recommendation that this should be done has now been carried out in many important schools. It would be premature to make the combination of both notations compulsory; it can only be successfully adopted in schools which exist under very favorable conditions.

At last there seems to be a general movement towards providing school children with a better type of music. It appears to be a fixed notion among some persons that the interest of children can only be concentrated on something that is positively silly. In music, at all events, this is a fatal creed; a school song thoroughly taught and learned becomes a companion for life; it is, therefore, of the highest importance that these compulsory companions should exercise a good influence, not a bad one. Music, good and easy, can be found, and is now being issued for use in schools; and it is to be hoped that in future children leaving school will carry away with them, not a bundle of worthless rubbish which they would gladly throw away, but the cherished memory of many beautiful melodies which they will always recall with pleasure.

The excellent singing of children in our large town schools is, naturally enough, a fact unknown to the general public, hence the erroneous statements and criticisms made on school music. If some of these critics, whose habit seems to be to make statements first and afterwards look at facts, were to hear the remarkable sight-reading, the pure sweet tone and the tasteful part-singing, that is to be found in our leading towns, I am sure they would be astonished and delighted.

The introduction of this music code into elementary schools made it absolutely necessary to re-model the course of study of students in training colleges. Any attempt to make a sudden and unprecedented demand, would here, as in elementary schools, have defeated its own object. What has been done has been to gradually mould the character and raise the standard of the musical training to such a condition and degree, that every student passing creditably the Inspectors' practical examination may be accepted as

capable of preparing children for the higher grant. Those interested in education will know without further explanation the length of time required to bring about such a result, bearing in mind that music is only one of the many subjects that students have to master during their two years' residence in college. It has also been our object to improve the taste as well as the instruction in technique. Slowly, but surely, an unseemly mass of poor popular songs and ballads has been ejected from colleges to make way for beautiful classical songs, the very study of which is education in itself.

None of the good results we hope to have obtained could have been reached without the most hearty co-operation of the music teachers in training colleges; in previous reports the debt owed to them had been freely acknowledged, and again our expression of gratitude is due to them.

The large number of students entering training colleges absolutely devoid of any musical knowledge, has hitherto been a serious difficulty to teachers; but, owing to the steps taken by your Lordships in instituting an examination in vocal music for pupil teachers, this obstacle to progress has been, we hope, surmounted. It is, of course, too early to report on the results of this new departure; the system has only been got into working order; but it was much needed, and though involving more work on all sides, it has been welcomed everywhere.—*The School Music Review.*

JONES' DREAM.*

IT was the first day of the year. Dennis Duval was plodding along on horseback through the mud and the mist when he met, at the section corner, Paul Jones, a neighbor, mounted like himself, and the two headed their horses into the same lane and jogged along together. Duval gave Jones a "Happy New Year" as they met, to which Jones replied in a low monotone, "The same to you," and then became silent. The splash of the horses' feet was the only sound for several rods, when Duval broke out:

"What is the matter, Jones? I never saw you look so tore up in my life. You're always counted the best man in the business for a joke; but you don't look much like it to-day. What's the matter? Anybody dead?"

Jones looked up, gave a grim smile, and replied: "No, there a'n't anybody dead, but I dreamed there was, that's all," and again he was silent.

Nothing but splashing for the next eighty rods, at the end of which Duval again made an attempt at conversation:

"You dreamed there was? Who'd you dream was?"

"Myself," said Jones, with a wink and a sly grin from under his slouched hat.

"That you was?" said Duval, and there was silence again.

At length Jones heaved a deep sigh, straightened himself in his saddle, and spoke as follows:

"Yes, I dreamed I was dead. Didn't dream much about the dyin' part, but the first I knew I was standin' afore a gate and waitin' to get in. I waited around awhile, and nobody seemed to come; so I stepped into a kind of a little office just to one side o' the gate to wait. 'Twas a nice kind of a room, not very big, and I was going' around it, lookin' at things, while I was waitin'; and first I knew I saw a big book like a ledger, set up on a desk, or frame like. I kind o' wondered what it was, and as it was right out in the room where anybody could see it, I went up and looked at it, and as sure as I'm a sinner, there stood my account. It was headed in good style, 'Paul Jones, in account, etc.' Dr. on one side and Cr. on the other. It kind o' took me back a little to run onto it so sudden, but I'd been thinkin' about it more or less all the time I'd been waitin'. Well, nobody'd come yet, so I got to looking over the account. The first statement was, 'General Business account,' and I don't want to brag but I had a pretty fair showing, take it all around. I was charged up with some things, just as I deserved to be, but in the main I confess I was pretty well pleased with the way the account looked.

"Well, then came the 'Church and Benevolent Society account,' and that made a fair show, too. You see I've always had considerable to give, and so I've given a good deal one way and another, and it was all down all right. There was one or two charges, though, on the other side, that got me a little. For instance, there was 'neglecting meetings' and 'giving for personal benefit,' and 'giving for the sake of public approval.' That got me a little, but I

* By Wm. Hawley Smith, Author of "The Evolution of Dodd."

stood that pretty well. I went on down to the 'Widows and Orphans account,' which was in pretty good shape, too, and I was beginin' to feel pretty good, when I struck 'School Director's account,' and I tell you, Duval, my heart struck the bottom of my boots like lead. You see I'd never thought about running an account with that headin' anyhow. But there it was, and I had to face it. Well, as soon as I got my breath, I took a look at it. I daresn't tell you all there was there, but it makes me sick now to think about it. Why, the Dr. column run on for about six pages, and here's about the way it went:

"'Item—Neglecting to keep school-house in repair, on account of which Geo. Newcomb's little girl caught cold and died, and several children suffered severely.

"'Item—Neglecting to stand by the teacher when some meddlesome people in the district tried to break up the school.

"'Item—Neglecting to sustain the teacher when he attempted to coerce a few big, bad boys who were trying to run the school.

"'Item—Hiring Mehitabel Parker (you see she was my wife's cousin, and had been spending the summer visitin' us) to teach the school, she being young and inexperienced, when Hiram Sampson could have been hired in her stead, he being an experienced and accomplished teacher, the change being made for the sake of saving five dollars a month.

"'Item—Neglecting to visit school and personally inspect the work of teachers and pupils.

"'Item—Neglecting to confer with teacher and patrons about the interests of the school, and so on.' Here it went, page after page, all charged up.

"'Item—Neglecting to insist on uniformity of text-books, and so greatly crippling the school.

"'Item—Allowing private family quarrels in the district to interfere with and weaken the school.'

"I can't give 'em all, but they made my hair stand on end when I read 'em."

"Was there nothin' on the other side of the account?" put in Duval.

"Well, yes, clear on the other end there was just one item, and that was, 'Credit by balance, for serving as school director for nineteen years without pay, and subject to the growls and slanders of the whole district.'"

And the old man winked slowly with both eyes, as he looked his companion in the face. He then proceeded:

"That let up on me a little, but even that couldn't make me feel just right, and I was pretty well down in the mouth about that business, when I heard the door open, and turned round to see who had come, and it was my little girl, who came to tell me breakfast was ready and wish me a 'Happy New Year.' Well, I got up and ate my breakfast, but I kept thinkin' of my dream, and I just made up my mind that I'm goin' to do what I can for the rest of my natural life to make a better lookin' record than that, when the time really does come that I have to face it. There's our school-house now, with no foundation under it, half a dozen panes of glass out, a poor stove, cracks in the floor, the plasterin' off in three or four places, so that the wind blows right in; the outhouses without roofs, and their sides torn half off, and I don't know what else; and I'm on my way now to call a meetin' of the board to fix things np, and if they aren't better'n they are now inside of a week, why my name a'n't Paul Jones, that's all, and if ever I hire a teacher for any reason except because he's the man or woman for the place, it'll be because I got fooled. Good morning."

And at the section corner they splashed away from each other at right angles, Jones to call the board together, and Duval to tell a reporter of Jones' dream and its results.—*Western Teacher.*

WHERE THEY READ MOST.

SAID a College professor recently = "We usually think of the cities as centres of cultivation, but my observation convinces me that there is more reading done in the farm-houses than there is in the city."

Undoubtedly this gentleman was right. Reading habits are the exception rather than the rule among the majority of the people in the cities. These people are "too busy to read," but not too busy to go to theatres, or base ball matches, or promenade the streets. The life of the city is unfavorable to reading habits.

The people on the farm are very busy, too, and generally regret that so little time is left them for the improvement of their minds. Nevertheless, few farm-houses are unprovided with periodicals of

various sorts. Many farmers' families possess excellent books of their own, with sets of encyclopædias in which they are accustomed to "look up" subjects.

The state of things on the farm, especially in the winter, encourages evening reading instead of discouraging it. It is a change from the farm work—a delightful peep into a new world.

The farmer who wishes his boys and girls to acquire the habit of reading can cultivate in them these habits nowhere so well as in his own sitting room or living room. Books from the village library, good periodicals regularly subscribed for or taken with reading clubs and a book now and then bought with the children's own earnings, will be read eagerly, if the home surroundings are made pleasant.

The president of a great college has said that the most a good college education can do for a man is to teach him how to read, and in these days of Chautauqua Circles and University Extension, no one need go to the great cities to acquire the essentials of cultivation.

THE FAMINE OF THE SOUL.

LESSON OF PRODIGAL SON.

I will arise and go to my father.—*Luke* xv. *18.*

THE first line of this parable, "A certain man had two sons," is a sentence that seems to tell us nothing and yet tells us everything. The quick eyes of the heart see its meaning, the swift pencil of the imagination translates it, and what seemed a barren statement becomes the brightest picture this side of heaven—a happy home! The joy of home, its repose, retreat and rest, this home in the parable, its broad acres stretching away to the horizon, its rich meadows and browsing cattle, its dwelling in the midst of all, a home, indeed, thrilled and gladdened by the outflowing of parental affection, with peace folding its white wings about every brow and contentment filling every heart—we see it all. But, discontent enters and the shadow falls—the shadow into which every man who writes a true story of human life must dip his pencil. We see the younger son go forth with his "portion of goods," his eyes aflame in the light of the land into which he goes, all unconscious that eyes full of heart-break watch him on his perilous way.

Stepping out of that darkened door, he leaves all the shadow behind him. He finds none in the "far country" into which he journeys. Why should he? Young, rich, unrestrained, and with the world before him, what more does a man want? What a world he finds it! Not the hollow, painted thing of the home teaching, but a great, smiling, glittering, bewildering thing! And to all its joys there was but one passport, and he had it. Gold could buy it all; it had no price but gold—and that he had.

"And there wasted his substance in riotous living." Yes, he had never "lived" before. He had been a fledgeling all his life; what wonder now that he spreads his wings! You are not astonished at anything he does. The tessellated floor, the tinted dome, the rich upholstery of the banquet-hall, do not surprise you. The friends that gather with him to celebrate some festal day, the costly flowers, the sparkling wine, the groaning board, are only natural. Yea, you are not surprised when to some wild toast a hundred brimming glasses ring, while bacchanalian shouts shake the tapestry and make the torches flare. But God help you to be astonished when you hear that in all this you are but looking upon a picture of yourself!

How can that be? You are not a prodigal, but a decent citizen. What has this picture to do with you? Everything. Look and see yourself as God sees you.

What have we here? Wandering, revelry and waste. Wandering! And is there none in your case? Is there no father who waits and watches for you? Listen! "Hear, O heavens, and give ear, O earth, for I have nourished and brought up children and they have rebelled against me!" Waste! And is there none in your case? What is your reason, intellect, gifts of heart and mind, your time and talent, but your portion of the riches of God's nature, with which you have come into this far country. What are you doing with them? How often the answer must be: He has made the intellect the slave of Mammon; the sensibilities he has stagnated until the heart is rank, putrid with its own corruption; the affections he has debased, and the imagination, created to wave its imperial plumage amid scenes of spiritual beauty, dragged down to flap its drooped and dishonored pinions in cesspools of vice and corruption.

Revelry! O man, look into your heart! What a banquet-hall! Its walls bright with touches of skill infinite; from floor to ceiling, in every turn and tracery, all of God. Made to be the temple of the Holy Ghost. Behold it now. The light of heaven turned off, the light of hell turned on! Its walls splashed with the spilt wine of passion. Its harps broken. Its pictured dreams of boyhood all awry. Conscience muzzled and flung in a corner. The table, about which gather the besotted affections, covered with food which the swine of creation eat, while hoary-headed selfishness sits at the head of the table, gloating over the mighty feast. Of all wandering this is the saddest, and of all waste and revelry this is the worst.

Though the devil seems to set a good table, it does not last. Only God reserves "the best wine until the last." What the devil reserves is dregs; so the story of the prodigal teaches. The black wave of bankruptcy breaks on his marble doorstep, and his creditors turn the drawing-room into an auction-room. "Mercy!" Men don't have mercy when banks are breaking and bread is at a premium. They take the steed from the stall, the statue from the niche, the wine from the cellar, and he is hustled from his doorstep a homeless, friendless, Godless beggar!

No, not friendless. This man has led the "German," and had been the lion of society. Society has drunk his wine, spent his money, shouted herself hoarse in his praises. When society hears of his distress she will hasten to bind up his wounds! Do you think so? Well, you are alone. He thought so too; he went to society, and she sent him to the pig sty! When was society a father to her own prodigals? When was society a good Samaritan to bind up the wounds of the broken-hearted? What is society? A polite machine, often as hard as steel and as heartless as iron. It has eyes to flatter those who succeed and to be blind to those who fail. It has hands to strike those who refuse to worship at its shrine, but never in God's world two arms to put about the troubled. Here is a man who loved and worshiped it, and sold his soul for it. Do you want to find him? Then you must go to the pig-sty.

Here you find him, a famished swineherd, sunk upon the cold ground, his back against a trough, and the heedless world in the distance, absorbed, as usual, in its round of business and pleasure. The horrors of physical hunger were his, but now a deeper hunger yet has seized upon him, a spiritual hunger—the famine of the soul—a famine that strikes alike through the palace of the king and the hovel of the poor, the gaunt form of eternal starvation casting its chilling shadow upon the homes and hearts of men.

This poor, ragged swineherd had fallen down, down, from worldly honor and prosperity, and landed hard by the gates of Heaven—the Heaven that lay about him in his childhood. As he cowers there sweet memories are stirring at his heart. He has gone back to the sunny spot whence his wanderings began. The scenes of his innocent days are given to his eyes. He hears the bird-songs that waked him in the morning, and catches the odor of the flowers that starred the meadow as he "drove his jocund team afield." He hears his father's voice, he sees his father's face, and tears course down his face and great sobs shake the emaciated form. Yea, more. See! he is on his feet, and his brave resolution smites the air: "I will arise and go to my father, and will say, Father, I am no more worthy to be called thy son."

And he turned his face homeward. No need to follow him. He will not turn back now. True, the way is long and the path is rough, but over the blue hills in the dim distance is the father's home, and what are the difficulties of a journey, I wonder, when home is at the end of it? The same broad acres, the same green meadows, the same old picture of repose and peace, were lying there in the gray evening light. The same, and yet not the same. It was certainly not the same to the bowed and broken old man coming in from the fields after the long day's work.

What is it coming up the slope—coming wearily as if on aching feet? How can we hope to tell? The eye of an eagle could not penetrate this deepening twilight. But swifter than the eyes of eagles are the eyes of fathers or mothers looking for their lost children. And while we speak he has crossed the intervening space and folded to his heart the returning son.

I am glad for the sake of fathers all over the world that the poor wanderer's confession was crushed from his lips by the kiss of welcome!

I am glad for the sake of many sons all

over the world that the brave fellow struggled back and managed to stammer out: "I am no more worthy to be called thy son."

And oh, I am glad for the sake of the sin-burdened in every age and clime, that the only answer was: "Bring out the best robe and put it on him, for this, my son, was dead and is alive again, was lost and is found."—*Rev. G. W. Briggs, Austin, Texas.*

WHO CAN TELL?

BY ALFRED BAYLISS.

Who can tell what a baby thinks?
Who can follow the gossamer links,
By which the manikin feels his way
Out from the shore of the Great Unknown,
Blind, and wailing, and alone,
Into the light of day?

IT is not always so easy to guess what is in the mind of a little six-year old. But the trend of their thought is sometimes exposed in the most unexpected times and manners. There is a teacher in one of our Whiteside country schools who makes the morning exercises so pleasant that one little fellow confided to his mother that he would like to go to school "just long enough to sing a little song and say a little prayer, and then come home again." "Can't we have the prayer again?" he said, one day, about the middle of the forenoon. "How many would like to stop and say the prayer for ——?" said the teacher. Every hand went up, and the whole school repeated:

"The Lord is my shepherd; I shall not want. He maketh me to lie down in green pastures. He leadeth me beside the still waters. He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake. Yea, though I walk through the valley of the shadow of death, I will fear no evil; for thou art with me; thy rod and thy staff they comfort me. Thou preparest a table before me in the presence of mine enemies: thou anointest my head with oil; my cup runneth over. Surely goodness and mercy shall follow me all the days of my life; and I will dwell in the house of the Lord forever."

Then the teacher says, "And what do you think 'I will dwell in the house of the Lord forever' means?" A little girl answers: "I think it means to go to Heaven and be with Jesus." To which the young six-year old who caused the digression adds: "Some of the old soldiers haven't gone to Heaven yet. I've been watching that ever since decoration day, and most of the flags are on the graves yet, and when they go they'd be sure to take their flags with them."

And she felt well paid for her time by the added insight it gave her into that little fellow's mind. The instinct of investigation is stronger in younger children than some of us think, and even if we can't always direct it and furnish it with food, it is as well to know of its existence. —*Sterling (Ill.) Standard.*

THE SPIRIT STAYS.

THE bonny face of Lucy Stone has vanished alike from the editorial rooms in Park street, Boston, and from the platforms where impartial legislation is demanded, and from the lovely suburban home at Dorchester which she both enjoyed and adorned. A singularly fresh and animated nature, filled with bonhommie and bearing itself with a simplicity that was grace, was the characteristic of Mrs. Stone. Even while pouring hot shot of argument and sarcasm into the enemy's camp, she never lost the appearance of the Scotch gude wife, her native-born charm of good-will and loveliness.

It has been, indeed, astonishing, since the death of this active-minded woman, to read some of the comments which in this year of grace 1893 would make her life and labors the synonym of a lost cause. "Woman suffrage," says some of these almost amusing non-observers, "is farther off now than when Mrs. Stone began to work for it. Women have been accorded almost everything by way of justice that they have asked for," and so forth and so forth. Prithee, gentle critics, who asked for, and have never ceased to demand, these just laws? Who but Lucy Stone, Miss Anthony, Mrs. Stanton, Miss Grew, Lucretia Mott, and others less distinguished? Until these women began to make their claim that husband and wife, mother and father, widower and widow, should be equally considered by American statute law, and that many of the existing anachronisms of the English common law should be wiped out, no man moved for equalizing legislation—though a number were quick

to do so once these clear demands were sounded. That laws have been made which give woman her own wages and her separate property rights, and which permit her entrance into many occupations unheard of until recently for her, is true—but as yet, in this State, no married mother is the natural guardian of her children when her husband dies, as the law makes *him* the guardian, whether she dies or not. When she gets a divorce, the children and their earnings are still his. Under exceptional circumstances, such as tender years or frail health, the temporary custody will be awarded to the mother; but this is done solely for the benefit of the child, and not in recognition of the natural right or affection of the mother. And this, until the tender age of seven years, when the father resumes his common-law rights over them, if not a confirmed drunkard or notoriously vicious man. Let no one say, while this inequality exists and while a "widow's incumbrance" is still the term used to designate a wife's right to one-third of her husband's real estate (while he possesses the right, at her death, to all of hers), that either in property or in the ownership of children, man and woman before the law are as yet regarded as equal by justice. It may yet await the vote of woman to make them equal.

But the most amusing part of these published reflections on the "lost cause" that Mrs. Stone represents, is the grave summing up that the voting by women is farther off than when this agitation began. Farther off! when all roads are leading to it. When school suffrage is an actuality in twenty-two States, municipal suffrage not only marks the States of Kansas, and has been legislatively granted in Michigan, while equal suffrage comes before the people of Colorado this fall, and has held an unsullied record for over 23 years in the Territory (now State) of Wyoming—when the vast body of Women's Temperance Unions are putting it forth in their publications and at their meetings, South as well as North, and have their officers especially to work for it and for the education of the people in this regard. If any intelligent proportion of American women hesitate to insist on their rights under the Declaration of Independence to-day, to take a part in choosing their law makers and their tax makers, it is because they wish that the unintelligent and the indifferent vote, that so conspicuously defeats the best ends of manhood suffrage, may be eliminated from the voting of women. Yet many of these, also, are coming to feel that the responsibility of staying outside in a self-governing community is, perhaps, greater than the responsibility of coming in. No fear of publicity, it may be said, or of an orderly line at a ticket office of any kind whatsoever, keeps the conscientious American woman of to-day away from any place where she desires to go.—*Philadelphia Ledger.*

PAY ATTENTION.

A MAN once gave that apparently ambiguous maxim to his children:

"If you cannot be great in this world, pay attention."

The first boy went away for a day, and when he returned home he had procured a place in a mercantile establishment.

"How did you get it?" asked his father.

"Well, I remembered to pay attention, and saw the man look at my hat, which was on my head, so I took it off and put it under my arm."

"What then, son?"

"The man said: 'Right, my boy,' and hired me."

"So you were paid for being polite," said the father with much satisfaction.

"Attention," said Lowell, "is the stuff out of which memory is made." The large things of this life will take care of themselves—it is the little things that count. We grow and improve by paying attention to the affairs of life, the habits of good society, the manners of the educated and refined.

There is a story called "A Window in Thrums," the work of a popular author. There is in it a character named "Leeby," of whom her friends said "It's a pity she cannot make use of her eyes, if not of her tongue," and they rated her for having her eyes cast down and not seeing or hearing what was going on. Yet she was the only one who saw there was "nae carpet below the wax cloth" in the manse; "just a poke in the fireplace—nae tangs." And of the minister's new wife: "She wears her hair low on the left side to hide a scar, and there's two warts on her right hand." She had paid attention to her surroundings, and was full of mental notes.

To pay attention to the speaker is the highest compliment that can be paid. It saves one the mortification of being told of the fine points that were missed. It was this faculty which made the Dutch painters great artists. They painted all the little details of a room, even to the string of onions over the fireplace, and these last became first.

THE MEDICAL PROFESSION.

BY PROF. DAVID SWING.

NEARLY all eminent physicians are men of general education. This fact does not come from the direct relations of a college course to the treatment of a fever or a chill, but from the relations of a long school life to the powers of observation and judgment and memory and decision of character. All long courses of study judiciously pursued during youth bring out the powers of the mind and fit it for any one of the great pursuits of our world.

The Latin and Greek studies have been valuable because those books of language and literature have brought the modern intellect into intimate relations with the most powerful races that have ever existed. The classic men were the marvels of mental excellence. That excellence was many-sided. They were great in taste for beauty and great in the power to find political and moral principles. What is most strange, they were in full accord with that hidden future which we now call the nineteenth century. In passing those classic studies the student, while developing every faculty of his soul, is virtually studying the modern period. Greece, Rome, and America are all one. The doctor, the lawyer, the preacher, the citizen, passing over those old books, finds two rewards: the culture of his mind, and an intimate association with his own age. Greece and Rome were the old, original England and America.

The good physician must be a man before he is a doctor. Our education must help us all to be human beings before we assume the garb of lawyer, or preacher, or merchant, or doctor. A profession is not a whole life, but only a piece of life. We all pity the professional man—lawyer, preacher, painter, or musician—who is defective as a human soul. Education must make a grand humanity, and then the professions must come and assign each intellect some task. A man first, a doctor afterward. All the eminent physicians have worn the additional fame of being widely educated men. This fame still hangs over them. It is still thought desirable that the doctor shall come to his calling through college gates. He is influential both as a superior mind and as a physician. It is probable that the worth of the physician has not declined. The number of great men in that pursuit does not seem to have diminished. The doctor seems to have advanced with the world. The spirit of the times is like the atmosphere, in that it presses at all points equally. In what is called the advance of the age, all the professions enjoy share and share alike.

The ideal physician, being compelled to meet all kinds of persons, the highest, the learned, the gifted, and also the poorest of earth, he naturally reads and thinks in a wide field, that he may possess something in common with the many men and many women of many minds; and then he so knows the sorrows of the lower classes that he stands allied to philanthropy. The old white-haired doctor was once a trustee in all local institutes of charity, and the acting chairman of all committees of ways and means to high moral ends. His practice fastened him to the people. He had been with many families, and in their sad or thoughtful or happy hours. No hour is sadder than that in which some loved one seems on the border of death, no hour happier than that in which that loved one is returning rapidly to health. Society has thus encompassed the physician with its many-sided learning, its tears, its rejoicings, and thus has compelled him to seek a general information and to wear at last a more humane heart. His associations are wider than those of the lawyer and politician and common scholar. He cannot well be a rabid sectarian in religion, nor a partisan in politics. He has seen the homes of the Catholic and the Protestant; he has felt the pulse of Methodist and Presbyterian; he has seen the same suffering for saint and skeptic, and from these many witnesses has come a belief in the essential oneness of all minds and hearts.

What would Saint Luke now think or say, could he appear in the world and behold the new sciences, new truths, and new skill of his old profession? It is

not to be doubted that Luke held some valuable truths for the sick-room, for his good Greek and his scholarly style connect him with the theories and practices which Hippocrates had made popular. Hippocrates belonged to the times of Socrates and Plato, and therefore did not make any use of magic in his treatment of disease. We can see Luke listening to the action of the heart and lungs, and can note him as relying much upon diet —the cutting off of supplies from a system clogged in some of its wheels.

With him, nature was the physician's best partner. The doctor of that day must know when the critical days of attack would come, and must in advance help nature to carry the patient over each critical hour. What few principles Luke held were reasoned out on the instructive plan of deducing inferences from a great multitude of observations.

The reliance upon magic came later, when the Greek and Roman form of thought and culture had been overwhelmed by the sorcery that came from the union of a superstitious church with the superstitious Goths and Vandals. In those days the headache was Satan in the brain. A much earlier pagan age had bored a hole in the skull that the imprisoned devil might get out. The surgeon who believed in this cause of pain possessed skill enough to trepan the skull of the sufferer. It was long after Luke that men thought the bleeding of a finger or of the nose could be stopped by tying a red string somewhere between the nose or finger and the heart. It was thought that the blood would love to linger near the red color. Red loved red.

It was in those precious days that three kinds of leaves would in combination effect a cure, not because of any one medicinal weed, but because of the threeness of the herbs. It was in those years that when a knife or an axe cut the human body, the knife or axe was done up in rags and liniment and the wound left without treatment. Luke must have followed a few rational principles, and have been something of a blessing to the towns and cities which he touched in his travels, or in which he lived his early or later life.

He was called a beloved physician because his profession had won him many friends and had made him a man of deep sympathy. When he added the Christian love and well-doing to his worth as a doctor, he must have been one of the choice men of his century.

If such a defective period could call by an affectionate title its ideal doctor, our kinder civilization should not pass by with coldness those successors of Luke who are carrying through our nation a science and art ten times as large and ten times as true as the practice of Hippocrates and Serapion. As our times have emptied the magic out of religion and law and out of life in general, so have they made medicine a profound study of nature's unchanging facts. Never before in the long history of man has there been such a wise, patient, and exhaustive study of anatomy and physiology, and of disease and its treatment. The surgeon has kept step with the physician. Obliged to fight an invisible foe, courage has often broken through the cloud, and has compelled the enemy to unmask and confess its name and nature.

We must estimate aright the men who can keep down a temperature which a few years ago meant the burning up of the tissues and the death of the patient; the men who can help nature's kindness and thwart her wrath; men who can mend up a broken body; men who can make old fable a reality by putting sufferers into a painless and harmless Lethean sleep; men who can keep back a pestilence from a nation, and teach the millions the laws of health and almost of perpetual youth.

The scientists who were attempting to find the origin of the ape and the oyster and then of man, opened a field of inquiry for the physician, and he was quick to enter it. The Darwins and Huxleys did not harm religion so much as they benefited medical science. Disease is seen to be often a conflict of low life with high life. The spores of the meanest organisms upon earth invade the divine body of man and overthrow the human giant, as the mice once ruined a city, or as locusts tormented Egypt, or as Swift's monster was harassed by the pygmies. In a few hours certain living germs can undermine the human temple and reduce its beauty to dust. The new medical science fights these enemies, whether it finds them in the water, or in the air, or in the food essential to man's existence. The plague of London and that of Constantinople, which in a year made the streets empty and the graveyards full, was an invasion more terrible than that of any army that ever marched. The

invaders were the microbes of late fame. These the modern doctor assails, and is thus keeping back from our country the black years in which there were hardly living persons enough to give burial to the dead. As we thank the army that fights for the nation's liberty, so must we do justice to the science that fights for the people's life. In a half-century this science has added to American life about ten years. Last summer our nation might have been a hospital and a graveyard had not medical science stood between us and the grave.

The medical profession would receive yet more sympathy, would we only remember what new diseases our extravagant and reckless generation raises up against that art. Financial success always brings gluttony, intemperance, and many forms of destructive vice. The physician can study disease and the *materia medica*, but he cannot confer common sense upon men, young or old. Vice, appetite, destroy not only health but also self-control; the will power is smitten. When man makes himself into an invalid, then the physician has on his hands a herculean task. Natural disease touches young men but seldom, and then gently; the sad hour comes for the doctor when the modern manhood smites itself. The doctor has lengthened human life, but it will be greatly extended when society shall make its habits of living come to the help of the skill of the doctor and the kindness of nature.

The English language, although the greatest yet spoken, is defective in this, that in all discussions of human greatness the pronouns, direct and reflex, are all masculine. There are learned, most skillful, and successful physicians who are women; but the English language was made before woman, as a mind or a soul, appeared above the horizon. Man not only dominated in the home, in property, in church and state, in science and art, but he dominated in language.

His old egotism fabricated for itself quite a heavy penalty, for when language refers to a scoundrel or a drunkard or an idiot, it always means a man. Moments come in English diction when womanhood is glad to be left out. Of late years woman has begun to come into the medical profession, and she is now welcomed and honored, so far as she comes in by the gates of general learning and the special act. What society now demands is great fitness for the great end. It wants learning and skill.

The great physicians all stand beautifully related to benevolence. It is very nearly true that no family is so poor as to be placed beyond the sympathy and help of the healing art. When the sick person possesses no moral desert, even if he be a criminal, the ideal doctor hears his moans if he is smitten with illness, and feels that to the lowest member of society life is dear. It is enough that a human being is in pain. The church cannot say that the poor have the gospel preached to them, but the medical world may well be praised for their willingness to carry their learning and skill to homes from which no reward of service can ever come. All our best surgeons and doctors who have reached gray hairs stand to-day ennobled by known and unknown charity. To minister to the sufferer who had more sickness than money, the doctor has braved the winter's storm. Men who have been in active practice for a lifetime estimate that one-fourth of their work is done where pay for the service is impossible.

It is reported, but without much visible foundation, that the theory of evolution and the absorbing attention given to physical studies have handed over to atheism many of the younger physicians. If such rumor be true, it is good ground for regret. We cannot demand that the physician be a religious man, but we can rejoice when he is such. The doctor, like the painter, or musician, or lawyer, is compelled to be eminent in only his art. It is the world's good fortune if he is also good and true in a religious faith. Beautiful, therefore, is the memory of a vast army of these men who have passed away from this life. As Luke by his calling stood near to Christianity and did not need to take many steps in passing from his own benevolence to the service of a love more infinite, so nearly all of the medical men who now live only in remembrance were consciously and actively the children of God. Forbidden by the variety of creeds held by their patients from being sectarians, and from being full of debate, the doctor finds religion in its simple essence. If he sees Christ at all, he sees him as the Physician of souls. Doctrines are insignificant compared with the health of the mind and heart. The creed is made simple and universal, because as the medicine is

for the human body the religion must be for the human soul.

Into each one of the great professions many unworthy men rush. Inability and absolute dishonesty stain all human pursuits. The medical profession bears only its quota of many-shaped unfitness. The noble practitioners are many. We can all recall many of these faces. Some of them are still in the world of life, and some of them, as the hymn says, "Loved long since and lost awhile." With minds trained and ornamented by the high college course, along which journeying the student is changed into the surrounding greatness from glory to glory, with the added stores of professional wisdom and skill, with a breadth of sympathy created by meeting all classes in their hours of most care and peril, with a charity inflamed by the tears of the poor and by the consciousness of the power to help them, with a religion that does not differ much from that of Palestine, and with a buoyant philosophy that must always cheer the heart which disease is enveloping in shadow, filling at last, in fatal ailment, the office of holding the hand which is slowly growing cold, and of speaking those awful and mysterious words, "He is gone," all great physicians stand on a level with all the foreheads of most usefulness and most honor. Blessed day for society when each lawyer, each preacher, each physician, shall realize to the uttermost the greatness of his profession.

MORNING EXERCISES.

THIS week's suggestions, says *Intelligence*, are planned especially for the boys. They are arranged for all those manly, energetic boys who want to make a success in life and who are now planning for a business career.

Monday.

Any success that has come to me has been due largely to the fact that I have always endeavored strictly to attend to business. Let me give an illustration. When I was a boy in a printer's office and it came along 3 or 4 o'clock in the afternoon, I would say to myself, suppose the proprietor should come up where we were at work and say, "Robert, what have you been doing to-day?" what would I answer? He never did such a thing, but I used to reason to myself, "Suppose he were to do it." If I could not, with pride and pleasure, point to what I had been doing, I would pack up at 6 o'clock and leave the place.

I consider that kind of spirit is an element of success, and there is always room for young men who show that kind of disposition. The indolent boy who shiftlessly goes through his day's work, will never reach the goal of success. The youth who is constantly watching the clock, waiting until it shall strike six, and tries to "kill time"—well, it will not be long before time will kill him, so far as business is concerned.—*Robert Bonner.*

Tuesday.

"I FORGOT IT."

A successful business man says there were two things which he learned when he was eighteen, which were ever afterwards of great use to him, namely, "Never to lose anything, and never to forget anything."

An old lawyer sent him with an important paper, with certain instructions what to do with it. "But," inquired the young man, "suppose I lose it; what shall I do then?"

"You must not lose it."

"I don't mean to," said the young man, "but suppose I should happen to."

"But I say you must not happen to: I shall make no provision for such an occurrence; you must not lose it!"

This put a new train of thought into the young man's mind, and he found that if he was determined to do a thing he could do it. He made such a provision against every contingency that he never lost anything. He found this equally true about forgetting. If a certain matter of importance was to be remembered, he pinned it down in his mind, fastened it there, and made it stay. He used to say, "When a man tells me he forgot to do something, I tell him he might as well have said, 'I do not care enough about your business to take the trouble to think about it again.'"

"I once had an intelligent young man in my employment who deemed it sufficient excuse for neglecting an important task to say, 'I forgot it.' I told him that would not answer. If he was sufficiently interested, he would be careful to remember. It was because he didn't care enough that he forgot it. I drilled him with this truth. He worked for me three years, and during the last of the

three he was utterly changed in this respect. He did not forget a thing. His forgetting, he found, was a lazy, careless habit of the mind, which he cured."

Wednesday.

Mr. George M. Pullman recently said to a correspondent, when asked how it feels to be a millionaire: "I have never thought of that. But now that you mention it, I believe that I am no better off —certainly no happier—than I was when I didn't have a dollar to my name, and had to work from daylight until dark."

Thursday.

ADVICE TO A YOUNG MAN.

Remember, my son, you have to work. Whether you handle a pick or a pen, a wheelbarrow or a set of books, digging ditches or editing a paper, ringing an auction bell or writing funny things, you must work. If you look around, you will see the men who are the most able to live the rest of their days without work are the men who work the hardest. Don't be afraid of killing yourself with overwork. It is beyond your power to do that, on the sunny side of thirty. They die sometimes, but it is because they quit work at 6 p. m., and don't get home until 2 a. m. It's the interval that kills, my son. The work gives you an appetite for your meals; it lends solidity to your slumbers; it gives you a perfect and grateful appreciation of a holiday.

There are young men who do not work, but the world is not proud of them. It does not know their names, even; it simply speaks of them as "Old So-and-so's boys." Nobody cares for them; the great busy world dosn't know that they are there. So find out what you want to be and do, and take off your coat and make a dust in the world. The busier you are the less harm you will be apt to get into, the sweeter will be your sleep, the brighter and happier your holidays, and the better satisfied will the world be with you.—*Bob Burdette.*

Friday.

A MILLION APPLICANTS.

A business man in this city received a few days ago, in response to an advertisement for an assistant to fill an important position, a very large number of applications, "about a million," he said, and of these all but four were consigned to the waste-basket. As the name of the firm advertising was not given, the writers of these four letters were the only ones of all the number who ever knew even who it was that advertised, and of course were the only ones who had any chance of getting the position. It is almost pathetic to think of all these applicants waiting for a response to a letter that in some way carried with it its own condemnation, that said somewhere between the lines, "The one that wrote this is ignorant and incompetent."

"What was it," you ask, "that crept into that letter that doomed it?" Just the thing, my young friend, that creeps into a life that dooms it to the second or third class—IGNORANCE, and what is more, ignorance of the ignorance, paradoxical as that may seem. You little know that you paid postage on a misspelled word and a poor crippled sentence without a verb; that one capital letter and several punctuation marks you forgot to enclose, but put in, instead, some conceit and assurance that did not recommend you in the least. You little knew, or you would not have written it, that your letter would not even be read on account of the bad penmanship; and you may be surprised to know that your letter told all about your bad taste and slovenliness, that a man would, if necessary, pay to keep out of his business, and yet you expected a favorable answer.—*The Business World.*

ROTE TEACHING.

THE crying evil in many schools is rote teaching, which consists in making pupils repeat words whose meaning they have not grasped. Learning by rote differs from true learning by heart because in the latter the mind thinks the thoughts which the words enshrine. Teachers generally recognize how difficult it is to make pupils think. A Normal School catalogue stated that one of the aims of the faculty was to get the pupils to read Latin at sight and to think in more tongues than one. A city superintendent wrote, asking "How do you do it? We would be satisfied if we could make our pupils think in English." The reply was: "By giving them something to think about. Children must not be expected to fish out of an empty puddle. They can not make bricks without either clay or straw."

However, the proper thing would have been to define what is meant by thinking.

The books on Mental Science define the intellect as the power by which we think. Here thinking is used to denote any and every exercise of the intellect. A late dictionary defines thinking as any intellectual activity other than simple perception or the passive reception of ideas. There is a narrower use of the word, including recollection and the active exercise of the imagination. A still more restricted use limits it to the inference or the comparison of two ideas through their relation to a third. Much mischief and injustice to childhood results from the confusion of these several meanings in the minds of those who teach. In a certain school of national fame the principal gave an exercise in thinking for the edification of visitors. One boy selected an object, telling the class, to which kingdom—mineral, vegetable or animal—it belonged. Then the others tried to think of the objects, and the names of those mentioned were written upon the blackboard. It was that inference upon a very narrow basis of facts which we call guessing, and which it is the teacher's duty to eradicate lest it became a habit.

Thinking implies instruments of thought as well as something to think about or materials of thought. The former consists of words, symbols and signs for things; the latter of things themselves—that is of the facts, ideas, thoughts, sentiments and purposes which constitute the branches of knowledge and the conduct of life. All people think in their own lines, and in other lines they allow other people to think for them. The lawyer thinks clearly in matters pretaining to his practice, but when it comes to preparing his dinner, his wife or the cook thinks for him. Moreover there is as much earnest thinking in practical life as in the realms of philosophy.

The inventor of the Ferris wheel did as good thinking as the author of Hegel's Philosophy of History. The woman whose husband earns two dollars a day, and who provides for her little family on that income, often does more earnest thinking in a week than some of our congressmen during a whole session of that body in Washington.

The reasoning powers require time to mature. Many expect the ripe fruit too early in life. Reflection is a process of slow growth, and children are often expected to solve questions entirely beyond their years. They are asked to understand language and to draw conclusions about things with which their life is not at all conversant. Give them something definite to think about as the first condition of training them to think.

In the next place they need the instruments of thought in the shape of language, written and spoken, and of symbols like those in arithmetic, algebra and chemistry. As soon as a definite idea or concept is acquired, it should be associated with its appropriate sign, so that the pupil learns to think in symbols as well as in things. This distinction, first pointed out by Leibnitz, runs through all teaching, and they who lose sight of it or fail to recognize it make the pathway of the child unnecessarily difficult.

In all teaching the child, and not the branches of knowledge, should be the prime consideration. The child does not exist for the sake of a course of study, for the sake of parsing knotty sentences and of solving difficult questions; but the course of study, the grammar and the arithmetic, exist for the sake of the child, for the purpose of promoting its mental development.

BRINGING UP CHILDREN.

MOST unloveliness, strange as it may seem, is thought to be the work of a badly developed brain, the eye and the spine especially declaring this, but leaving it an open question whether an evil soul lodged in a body reduces it to its own likeness, or whether an ill-fed, and wrongly developed body cramps and dwarfs and hurts the soul. The measure round the skull of the criminal, taken horizontally, is nearly always less than that round the skull of the upright man, and his brain is found to be lighter; his constitution is feebler, too, and his heart often weak.

But even among culprits themselves there are great differences; thus the highway robber is naturally found to be taller than the pickpocket, and the bones of his skeleton are stronger; he and the murderer, when they write at all, often write a large round hand with many flourishes; the thief writes with effeminacy a small hand. These people are apt to give the student surprises; he finds, for instance, that they are not habitually cruel; wanton murderers will be kind to a pet; where they are cruel it is the women who

so, and who discover the most forms of cruelty; and although 're talent, they are all wanting in :y to use their talent to advan- : the most of them have great . They are flighty and faithless linging long to nothing. And l they are extraordinarily super-

ıe satisfactory thing that comes l this investigation is the estab- of the fact that education di- the tendency to crime, and that ›w degrees the day shall come whole generation is educated, lren of that generation will be ı less and less tendency to crime me made easy. For education strengthens and refines the ives it closeness, determines its and just so far as criminality has : to do with the insufficient brain, ı will abate it, and the malnu- f the system, with its reflex ac- the nerves, will be overcome by and wages that education will It is not agreeable to dwell s dark side of human nature, but ›w nothing about it, we shall do for it; and surely there is not a t upon the earth to whose puri- ve should not set our minds and *Harper's Bazar.*

TERESTING HISTORY.

:. IRVINE AND MOLLIE PITCHER.

BY BENJ. M. NEAD, ESQ.

)RY has recognized to some ex- the genuineness of the story of ıgs of "Mollie Pitcher" at the Monmouth, but so charily has ent been touched upon because ery clouded state of the facts of that it has come to be looked nerally at this day, more as a legend than a historical fact. purpose of this sketch to present ts that tell a story which proves tence and recognizes the brave of the heroine of Monmouth.

year 1763 the town of Carlisle, :ounty of Cumberland, in the of Pennsylvania, was already a no inconsiderable prominence. noted for the intelligence of its ınd its importance as a military post. Naturally it was the objective point of well-to-do settlers, especially those of a military inclination, seeking a home on "the west side of the Susquehanna."

Among those who about this time settled in Carlisle, was a hardy young soldier, William Irvine by name. He was a native of Ireland, and at the completion of his education at the college of Dublin, he entered the English army as a cornet, but owing to a quarrel with his colonel he resigned his commission. Afterwards completing a course of study in medicine and surgery he received an appointment as surgeon on a British ship-of-war. During the old French war he visited America in the line of his duty and thus became acquainted with the habits and customs of the people. Shortly after the declaration of peace in 1763 he came to this country settling as above stated at Carlisle, where he married Anna Callender, the daughter of a prominent resident of that place, and, as time went on, rapidly gained the general confidence of the people both as a citizen and in the practice of his profession.

At the outbreak of the Revolutionary War Dr. Irvine at once declared for the American cause, and in 1776 was appointed to the command of a regiment, the 6th of the Pennsylvania Line and at once entered service. In 1779 Col. Irvine was promoted to the command of the 2d Pennsylvania, being commissioned brigadier-general on the 12th of May of that year. His career was an honorable one both as a patriot and as a soldier. He was in the battle of Monmouth where he won special honors. Concerning these, however, "history is strangely silent."*

In the Irvine household at Carlisle there was employed before, and at the time of the outbreak of the war, a young woman of Teutonic descent, named Mary Ludwig. She was not renowned for beauty of personal appearance nor for refinement of manners. But it is traditionally certified that in kindliness of disposition, manifested in the daily pursuit of her vocation, her superior could nowhere be found. In the earlier years of her residence in the Irvine family no event more particularly remarkable is recorded in the life of Mary than her courtship and marriage. It was patent to any close observer of Mary's conduct and demeanor, toward the close

* Butterfield's "Washington Irving correspondence," p. 66.

of the year 1768, that she had made a dual discovery which particularly interested her, namely, that adjoining her master's residence was the place of business of a very attractive young man, a barber by trade, whose name was John Casper Hayes, and that this susceptible manipulator of razor and brush was smitten with her charms; day after day, while Mary made pretense of sweeping and scrubbing before her master's door her barber lover neglected his business to talk with her, the neighbors meanwhile watching the growing courtship with ever-increasing curiosity and indulging in not a little raillery directed towards the parties most concerned. It was a brief courtship, and the records show that a license was granted Casper Hayes and Mary Ludwig, authorizing their marriage on the 24th of July, 1769.*

A few more uneventful years and the war came, working sudden and radical changes in the lives of those with whom this narrative has to do. The master of Mary becomes an officer of high rank, fighting at the front, her husband is a soldier under him, and Mary herself is an attendant upon the camp.

John Hayes, or John Casper Hayes, the husband of Mary Ludwig, from the best conclusions to be drawn from the records, first entered the military service of his country on the first day of December, 1775, under the special enlistment made for Col. Thomas Proctor's 1st Pennsylvania artillery in which company he served as gunner.† His term of enlistment expired in December, 1776, and his name does not again appear on Proctor's rolls.

At this time the 7th Pennsylvania was being organized by the enlistment or rather re-enlistment of Col. William Irvine's Sixth Battalion, so as to go into service in January, 1777. The name of John Hayes appears on the roll of Capt. John Alexander's company, in this regiment, as a private among the original enlistments.‡

Col. Irvine having been taken prisoner at Three Rivers, Canada, was paroled on June 7, 1776. Exchanged in 1778, in the latter part of April, he assumed command of the 7th Regiment, and it was with that regiment that he distinguished himself at Monmouth.

* Penna. Archives, II Series, Vol. II., p. 181. † II. Series, Vol. XI., p. 176. ‡ II. Series, Vol. X., p 614.

It was no unusual thing during the Revolutionary War for wives to accompany their husbands, and to serve in the capacity of nurses among the sick and wounded in the camp. Strong and robust, well suited for this duty, Mollie Hayes could not be induced to remain behind when her husband went to war, and so she was found near him, making herself useful around the headquarters of Col. Irvine when the battle of Monmouth took place. In that engagement Hayes, although belonging to the infantry company, had, at least for a while, the direction of a cannon. That he was detailed to this service appears reasonable enough in view of the fact that he was formerly enlisted in an artillery company. In the thick of the engagement, Hayes was wounded while still acting in the capacity of an artilleryman. His wound was a slight one, and from its effects he subsequently recovered. At the moment when he fell, his wife, who had been carrying water to those who were overcome with the heat, was just approaching the place where he was fighting.* As Hayes was carried from the field, his wife ("Mollie Pitcher" as the soldiers called her in appreciation of her grateful service to them) instantly took her place at the gun, and, according to the story of some, fired several rounds; but, as others say, loaded and fired only once, and while she insisted upon remaining, was most reluctantly induced to retire. It is further told of her that she was seen at this service by Gen. Washington, who, upon being fully informed of her conduct, gave her a commission as sergeant by brevet.

As a further indication of the self-confidence of this heroine, it is related that she had, besides her husband, a friend in the battle of Monmouth, who being seriously wounded and taken for dead, was thrown with many others into a pit for burial, but, discovered by Mollie alive the morning after the battle, he was borne in her own arms to a place of safety and there taken care of by her until his recovery. At a subsequent period of his life, this friend manifested his gratitude by sending Mollie a handsome present, accompanied by a letter couched in terms of grateful appreciation of her service to him on the battlefield.

* The weather was exceedingly hot. Bancroft says: "During the day the heat reached 96° in the shade, and many on both sides, struck by the sun, fell dead without a wound."

Mollie remained with the army until the close of the war, rendering good service as a nurse for the sick and wounded. When the army disbanded, she returned with her husband to Carlisle, where shortly after, the latter died and was buried. Her subsequent life was not a happy one. Unfortunately for herself, she did not remain a widow, but married one John McKolly, a worthless fellow, who had been an army companion of her first husband. Until within ten years of her death this heroine of the Monmouth field eked out a scanty livelihood by serving as a nurse for children and the sick; and although she was a very plain-spoken individual, rough in her manners, intemperate in her habits, and excitable, not to say profane, in her language, she was, as a rule, popular with those whom she served, her faults being overlooked in view of the kindliness of her disposition.

During the so-called "Whiskey Insurrection" in 1794, when Gen. Washington on his way to the Western country stopped near Carlisle with his old friend, Col. Ephraim Blaine, one of his most welcome visitors was Mollie of Monmouth, who made a pilgrimage on foot to his stopping place. When the story of her service was recalled, the veteran general greeted her with the utmost cordiality.

On February 21, 1822 the Legislature of Pennsylvania passed a bill granting to this Revolutionary heroine a gratuity of $40, payable immediately, and an annuity of the same amount payable thereafter, half yearly, during her life. Gov. Joseph Hiester promptly approved the bill. This relief was granted to "Molly McKolly," according to the terms of the act, "for her services during the Revolutionary War."*

Mollie lived to the age of 79, when on the 22d day of January, 1832, she died, where in her later days she had lived, in the old stone house at the corner of North and Bedford streets in Carlisle. She was buried with military honors in the old cemetery, within the hallowed precincts of which rest the remains of many of that notable band of heroes and statesmen, in which is found such names as John Armstrong, William Irvine, George Stevenson, Robert Magaw, Frederic Watts, John Bannister Gibson, and a score of others whose fame for their military or civil services will live so long as the story of the Revolution and the early struggles of the government shall be told.

In such good company as this was Mollie buried, under a deep snow by the side of her first husband while a military salute was fired by one of the companies of soldiers in attendance.

In the Centennial year of 1876, when a renewed interest attached to everything connected with the Revolutionary period, certain patriotic citizens of Carlisle erected a modest monument to mark the spot where the heroine of Monmouth sleeps her last sleep. It is of white marble, a plain slab with oblong base. In height it stands about six feet, and barring an error in the date of Mollie's death, is in all respects a very proper memorial. It bears the following inscription:

> MOLLIE MCCAULY,
> Renowned in History as
> "Mollie Pitcher,"
> The Heroine of Monmouth,
> Died January, 1833.
> Erected by the Citizens of Cumberland
> County, July 4, 1876.

Each succeeding Decoration Day when the representatives of the Grand Army of the Republic at Carlisle strew flowers upon the mounds which mark the last resting places of their dead comrades who sleep in this ancient burial ground, they do not forget the humble grave of "Mollie Pitcher," but count it an honor to garland it with their choicest memorials.

* Pamphlet Laws of Pa., 1821-2, p. 32.

OUR CALL TO DUTY.

THE least and most imperceptible impressions received in our childhood may have consequences very important and of a long duration.—*John Locke.*

Blessed are the pure in heart, for they shall see God.—*New Testament.*

Train up a child in the way he should go, and when he is old he will not depart from it.—*Proverbs.*

Children have more need of models than of critics.—*Joubert.*

In bringing up a child, think of its old age.—*Joubert.*

The scenes of childhood are the memories of future years,—*Choules.*

The best of men who ever wore earth about him was a meek, patient, humble, tranquil spirit; the first true gentleman that ever breathed.—*Decker.*

Circumstances form character, but,

like petrifying matters, they harden while they form.—*Landor.*

But whoso shall offend one of these little ones which believe in me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the depths of the sea.—*Matthew* xviii. 6.

Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God.—*Mark* x. 14.

Know ye not that ye are the temple of God, and that the spirit of God dwelleth in you? If any man defile the temple of God, him shall God destroy; for the temple of God is holy which temple ye are.—1 *Cor.* iii. 16–17.

Abhor that which is evil, cleave to that which is good.—*Romans* xii. 9.

Custom may lead into many errors; but it justifies none.—*Fielding.*

Perish discretion, when it interferes with duty!—*More.*

Wherever the speech is corrupted so also is the mind.—*Seneca.*

Youth is like virgin parchment, capable of any inscription.—*Massinger.*

Zeal for the public good is the characteristic of a man of honor and a gentleman, and must take the place of pleasures, profits, and all other private gratifications.—*Steele.*

Such as thy words are, such will thy affections be; such thy deeds as thy affections; such thy life as thy deeds.—*Socrates.*

Remember now thy Creator in the days of thy youth.—*The Bible.*

Virtue is that which must tip the preacher's tongue and the ruler's sceptre with authority.—*South.*

Vice is contagious, and there is no trusting the sound and the sick together.—*Seneca.*

Be not deceived: evil communications corrupt good manners.—*New Testament.*

I would give nothing for the Christianity of a man whose very dog and cat were not the better for his religion.—*Rowland Hill.*

Virtue never dwelt long with filth.—*Rumford.*

Common sense, alas! in spite of our educational institutions, is a rare commodity.—*Bovee.*

Behavior is a mirror in which every one shows his image.—*Goethe.*

The only amaranthine flower that blooms on earth is virtue, the only lasting treasure truth.—*Cowper.*

Just as the twig is bent the tree's inclined.—*Pope.*

The child is father to the man.—*Wordsworth.*

Lead us not into temptation.

Thou shalt love thy neighbor as thyself.—*Mark* xii. 31.

Out of the abundance of the heart the mouth speaketh.—*The Bible.*

Education commences at the mother's knee, and everything seen, every word spoken within the hearing of the child may tend towards the formation of character. Let parents bear this ever in mind.—*Ballou.*

Blessed is the memory of those who have kept themselves unspotted from the world! yet more blessed and more dear the memory of those who have kept themselves unspotted in the world.—*Mrs. Jameson.*

Vice, like disease, floats in the atmosphere.—*Fletcher.*

There is no more potent antidote to low sensuality than the adoration of the beautiful.—*Schlegel.*

Even from the body's purity the mind receives secret sympathetic aid.—*Thomson.*

Good, the more communicated, more abundant grows.—*Milton.*

There cannot be a more glorious object in creation than a human being replete with benevolence, meditating in what manner he may render himself most acceptable to his Creator by doing most good to his creatures.—*Fielding.*

A man should never be ashamed to own that he has been blind, or in the wrong, which is but saying, in other words, that he is wiser to-day than he was yesterday.—*Pope.*

A singular fact—that when man is a brute, he is the most sensual and loathsome of all brutes.—*Hawthorne.*

The best hearts, Trim, are ever the bravest, said my Uncle Toby.—*Sterne.*

What! know ye not that your body is the temple of the Holy Ghost which is in you, which ye have of God; and ye are not your own!—*The Bible.*

Custom forms us all: our thoughts, our morals, our most fixed belief, are consequences of our place of birth.—*Hill.*

God made the human body, and it is by far the most exquisite and wonderful organization which has come to us from the Divine hand. It is a study for one's whole life. If an undevout astronomer is mad, an undevout physiologist is still madder.—*Beecher.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, FEBRUARY, 1894.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

H. C. SCHAEFFER. - - - - J. P. McCASKEY.

WE are very desirous of effecting some radical reform in the condition of *School Outhouses* in Pennsylvania. A large proportion of these houses are a disgrace to civilization, unspeakably abominable, moral plague-spots in the community. We must rely almost wholly upon the School Superintendents, clergymen, and newspapers of the State to press this urgent matter upon the thought and conscience of the general public, where School Directors and Teachers are remiss in the performance of a duty imposed no less by the requirements of morality and decency than by the law of the State. Will they be so good as to call earnest attention to this matter and thus aid, through their influence, as opportunity may offer, this effort to secure more decent accommodations upon their school grounds for many thousands of our boys and girls?

We have been sending out through the mails, during the past month, a special circular upon this subject, of which nearly four thousand copies were printed. These have been distributed to as many superintendents, editors of newspapers and educational periodicals, clergymen of different denominations, members of the Legislature, boards of health, academies and colleges, and other centres of influence. We have sent them also to all State Superintendents of Public Instrnction in the United States, inquiring whether they have already such State law upon their statute books, and, if not, suggesting that, where the Legislature may now be in session, they shall join New York and Pennsylvania in reforming our School Outhonses. No more of these circulars remain on hand, but to supply them in response to requests from Superintendents and others, that come to us in very cordial and earnest letters of approval, we shall reprint the matter, with some additions, in a new eight-page circular. Superintendents will please write us promptly, how many they may desire to have for distribution in their respective counties, so that we may know how large a number should be printed.

Where a great wrong is to be made right, the advice of Webster was: "Agitate! *Agitate!* AGITATE!"

AT the meeting of the Pennsylvania State Teachers' Association held at Beaver Falls in 1892, it was thought best to hold no session in 1893, and Media was selected as the place of meeting in 1894. The World's Fair at Chicago was thus wisely given the field last year. The Association will, therefore, convene at Media during the second week in July. Supt. A. G. C. Smith, of Delaware county, has already begun the work of preparation, by calling a recent meeting of citizens for the purpose of making all necessary arrangements. Rev. Wm. R. Patton was elected Chairman, and Prof. H. L. Waters Secretary. County Supt. Smith, Emil Holl, Dr. Risley, Mrs. Dr. Pratt and Mrs. A. O. Reynolds were appointed a committee to name the various sub-committees and to report at an early day. There should be a large and enthusiastic session at Media. Let teachers, in making plans for the summer vacation, keep it in mind.

A GOOD judge of things in general writes: "If any Teacher or Superintendent wants more or better food for thought in the same compass, than the last two numbers (December and January) of *The Pennsylvania School Journal* contain, I don't know where they will go to find it." Thank you! "As a man thinketh, so is he," is what the Bible tells us. If Teachers and Directors read *The Journal* more generally in Pennsylvania, there would be better thinking on school questions, better teaching and school management, and therefore better schools.

THE *Normal Journal*, issued by the authorities of the Millersville State Normal School, says: "The friends of the public schools and of the higher education in Pennsylvania are fortunate in having W. U. Hensel, Esq., of Lancaster, in the Attorney General's Office. His decision with respect to what constitutes a college under the new law granting teachers' certificates to college graduates, is a ben-

efit to the colleges of the State as well as to the common schools. The normal schools can welcome to the ranks of the pedagogical profession the cultivated men and women who are entitled to receive permanent certificates under the law as interpreted by the Attorney General, and applied by the State Superintendent."

HAWTHORNE says somewhere: "Were it only possible to find out who are alive and who dead, it would contribute infinitely to my peace of mind." The thought is a very suggestive one, especially to the conscientious School Director of intelligence who must vote when the teacher is to be chosen.

THE death of Helen Shafer, President of Wellesley College, was announced on Saturday, January 20. Her method of teaching was a splendid illustration of the value of the mechanical memory in the study of mathematics which, of all sciences, is supposed to make the strongest demand upon the reasoning powers. Dr. Wm. T. Harris claimed, at the last Saratoga meeting of the National Council of Education, that the St. Louis High School never had her superior as a teacher of mathematics, because she knew exactly the formulæ which the student needs most frequently in all mathematical calculations; and by continual drill these were indelibly fixed in the memory.

THIS year some schools will be in session on Washington's Birthday. Exercises can easily be devised that will do far more to beget a love of country and develop a sentiment of patriotism than the usual games upon the commons or the streets. As part of such exercises we recommend the reading before the school of the story of Molly Pitcher, the Pennsylvania heroine who distinguished herself at the battle of Monmouth, and whose remains are buried at Carlisle, Pa.

HON. A. S. DRAPER, Superintendent of the Cleveland, Ohio, schools, and ex-State Superintendent of Public Instruction, New York, was a member of the able corps of instructors at the Lycoming County Teachers' Institute, held at Muncy, December 18th to 22d. This was his first Institute work in our State, but it should not be his last. He is a clear thinker, an eloquent and forcible speaker, and eminently practical. His work is uplifting and encouraging to teachers, of whom he demands better preparation and for whom he asks better wages. He believes that the "new" education is better than the old, for in the new the child works with his hands as well as with his brain. His talks to the convention of Directors put forcibly before these officers their duty to the schools. We hope to hear of Judge Draper again in Pennsylvania.

THE heaviest school tax of this age is paid by the school children in the shape of impaired vision. Cohn's Hygiene of the Eye in Schools says that any type which is smaller than 1.5 millimeters, say nonpareil type,—the type in which this paragraph is set is known as long primer, and is nearly twice the size of nonpareil—is injurious to the eyes. The author, who is a specialist, writes: In future I would have all school authorities with measuring rod in hand, place upon the "Index Librorum Prohibitorum" all school books which do not conform tc the following measurements:

	m. m.
Height of the smallest n must be at least .	1.5
Least width between the lines	2.5
Least thickness of n	.25
Shortest distance between the letters . .	.75
Greatest length of text line	100.
Number of letters on a line must not exceed	80.

THE following words were spoken at the recent dedication exercises of a school building in Edinburgh. "I think, indeed, of all the professions that of the teacher is the one which really does the most good and receives the least reward in this world. We may take the minister who teaches, but he has the great privilege of appearing so much on a public stage, and he has also the inestimable privilege for a Scotchman, that he can speak without being contradicted. We may take the barrister or the editor; they are before the public. There is a great temptation in these professions—vanity and conceit come in. But the teacher works quietly, apart from the world, in his school. He receives less compensation, less recognition, and yet, I venture to say, the teacher's work is the most important of all."

THE following definition of a teacher, by the late Principal Thring, is worthy of being printed in letters of gold over the front entrance of every schoolhouse in the land: "A teacher is one who has liberty, and time, and heart enough, and

head enough, to be a master in the kingdom of life; one whose delight it has been to study mind, not in books, but in strange realities of dull and ignorant pupils; one who has found joy in darting a ray of light into dark corners, and wakening up hope and interest in the sacred lesson-learners who have not learned."

"WHEN Emerson's library was burning in Concord," relates Miss Alcott, "I went to him, as he stood with the firelight on his strong, sweet face, and endeavored to express my sympathy for the loss of his most valued possessions, but he answered cheerily, 'Never mind, Louisa; see what a beautiful blaze they make! We will enjoy that now.' The lesson was never forgotten; and, in the varied losses that have come to me, I have learned to look for something beautiful and bright."

FOOTBALL kickers and kickers against football may find interest in the fact that in England, 350 years ago, King James I., by decree, did what he could to "debarre all rough and violent exercises, as football, meeter for laming than making able the users thereof." Waller, the English poet, says of the game that the players

> Salut so rudely breast to breast,
> The encounter seems too rough for jest.

The game was not in favor three centuries before King James, for Edward III. is on record as preferring archery to football as the more useful and warlike sport. Those who are inclined to believe that football seriously interferes with the college standing of the players will be interested to know that Ward, of the Princetons, who made the touch-down in the Thanksgiving Day game with Yale, is a first group man, which means that he is among the first half dozen men in his class. King stands nearly as high, while Lea is considered one of the brightest men in his class. Balliet, the oldest man on the team, is thought to be one of the shining lights of the electrical school. None of the team is dangerously low in grade. The same is true of the Yale team. At least nine or ten of the eleven men are good students, standing well in their classes. The captain of the team of 1892 graduated *magna cum laude*, one of the few highest honor men. This seems to show that football and study are not, of necessity, antagonistic.

COLLEGE GRADUATES.

WE need more college-bred teachers in the common schools, especially in the Grammar and High School grades. The Colleges owe it to themselves as well as to the State to meet this pressing and growing need of the times by establishing a chair of pedagogics, so that, in addition to scholastic attainments, their graduates may have working knowledge of the principles which underlie the vocation of teaching. To every intelligent observer who is familiar with the educational field and its existing conditions, and who has insight sufficient to perceive defects as well as to appreciate its boasted merits, this need is self-evident.

The times call for concerted and patriotic action on the part of our higher institutions of learning to supply the men who are needed. The expenditure of the enormous sum of over sixteen millions of dollars a year upon our system of public instruction requires that there should be a broadening of its scope and an enlargement of its functions. We must get the worth of the money that is expended upon the schools. The coming generations must be educated up to the requirements of the Constitution, and the demands which the approaching twentieth century will make upon them for the solution of portentous problems, not only in the interest of the land we love, but for the benefit of all mankind.

The schools do not want men who are merely graduates of Colleges, and no more than that. They want men who would be men everywhere, in any calling; who would be wise teachers with but little learning, but whose usefulness is immensely increased by the broad training which it is the business of the College or University to give to its faithful students. Not every College graduate can learn to teach. A man may know many things, he may be an authority in literature or science, or both, and yet fail utterly as a teacher. His temperament may be at fault, or he may be ignorant or impatient of the elementary branches which are essential in the schoolroom.

Teachers should have the broad culture and the extended range of mental vision which the higher branches impart, but they must at the same time be skilled in the rudiments of learning and "apt to teach." Here it is often found that the college graduate is weak. Roll together

into one an old-school, hard-headed Presbyterian doctor of divinity, and a fervid, glib-tongued Methodist circuit rider, and you have the model pulpit orator. Apart, the circuit rider may often be able to tell with effect much more than he knows, and the D. D. a great deal less, at least in such manner as to make it impressive and effectively useful. So if we could combine the broad learning and mental discipline of the genuine College graduate with the quick perception and skill in methods of many a teacher in the elementary schools, we would have an ideal common school teacher.

Besides, we want more virile strength and influcnce on the teacher's platform in the public schools. That is to say, we want more men teachers and of a higher type; and if wages were what they should be the men would be forthcoming. Many an unclassified rural school, willing to pay the salary needed to secure and retain the services of such a college graduate teacher as we have in mind, presents a very rich field of effort for high scholarship and the best teaching skill.

What Alexander Ramsey did for the school children of Kutztown can be done for school children almost everywhere, if men of the same learning and ability and impressive force of character be brought into the service of the public schools. It is a pervading public want. With prodigal pecuniary resources, why should not that want be supplied? We need, as has been said, more male teachers in the public schools, for effective discipline, for the development of a more robust type of manhood, and for the broadening influence of the masculine mind upon the subtlety of feminine intuitions. This point also is fully recognized by all thoughtful observers. We refer to it here that School Boards and friends of education may give it careful consideration.

In the coming years the world's work will exemplify the "survival of the fittest." It will be the trained and educated men of thoroughly informed and disciplined minds who will lead the vanguard of the world's progress in all fields of human endeavor. But more and more every year it will require effort to get and maintain a firm foothold in the rushing flood tide of the world's affairs, taxing intellect and courage and high-souled heroism to the utmost to win victories and achieve lasting results. The learned professions are over-crowded and disappointing to thousands of the most capabl and deserving. Looking wistfully to th uncertain future, men of brains and cultur and capability will seek other channels and, leaving the beaten highway, tur again to paths that had been deserted fo the time being in the mad rush for th tempting crown of plutocracy.

A great teacher can fill as high an permanent a place in the world's lastin regard as members of any other profes sion. And College graduates who hav to work their own way in the world, i properly equipped, cannot do better tha to take up Teaching as their chosen life work. The time is near at hand whe the teaching profession will recover th lost prestige and influence which it enjoyed early in the century. With the ample pecuniary resources which the Commonwealth scatters with a lavish hand, the compensation of the teacher will gradually become remunerative and reliable, sufficiently so at least to justify many a youthful aspirant in ambitious efforts to lift the vocation to a higher plane of respectability and usefulness, and therefore of success, both for himself and for his family.

Of course, the true teacher, like the poet, is "born, not made." Where there is no natural aptitude for the vocation, no amount of collegiate or university education will make a teacher. But amongst the vast number of students going up through our higher institutions of learning there will be thousands who, when brought into contact with pedagogic studies in their college course, will become interested in them and attracted to the work of teaching. Experience in the schoolroom will inspire many of them with a desire to make it a life-work from the love of it. The zeal and efficiency of their professional work will create confidence and command respect, and so impress public sentiment as to make them honored and influential in their chosen vocation. And they will take rank among those whose lives are a perennial blessing to any community so fortunate as to number them among its citizens.

One of the most useful and most successful teachers in central Pennsylvania, whose memory is cherished with affection and gratitude by his pupils scattered all over the continent, was a farmer's son in Connecticut, who, when lifting a stone step at the age of twenty, ruptured a blood vessel which disabled him for the time

r physical exertion. Teachers arce, he was persuaded by the s to teach the district school for :r. He reluctantly accepted the d soon discovered to his great ion that it was his born voca- he pursued it with enthusiasm :ess, with a single business epi- an interruption, until life's mis- ended. He, of course, had to by assiduous hard study, which termitted, for the lack of early ities.

ɜ College students there should / hard-working boys who, in deep of the "Pierian spring," ake the same discovery under ɔre favorable circumstances as to :ure intended them for, and, fol- ıer leadings, they would become ɔrs of their race and exert a com- influence upon their day and ɔn.

THE GOLDEN EGG.

ɪpression prevails in any quarter ɪe organic structure of our Com- ool System is a petrified finality, a piece of work finished up and in," the mistake is a foolish one would be well to correct. No- the land can anything be found ɪject to the law of growth or more : to such judicious changes as circumstances may require to e ends for which it was estab- o produce with more intelligence ɪinty the educational results for one it was called into being.

:edominant characteristic of our ɜ the principle of local self-gov- under which it has made very and, to a large extent, uncertain

Thus self-governed in very asure the system stands to-day it is worth, though very far from as a whole that ideal of excel- usefulness which educators anti- ɪnd which they so earnestly de- ɔcal self-government originated :cessity of the situation, not be- ɔm an educational standpoint, it ɔretically the best policy that devised.

d to start from the level of condi- they existed when the Constitu- 790 was adopted—the character :edents of our diversified popula- tion, and the revenues or want of financial resources for the support of the schools. As local taxation was necessary to the existence of the schools, the district School Boards were created to represent the taxpayers and parents and guardians, and to raise and disburse the funds thus created. The plan has been a success in exact proportion to the local consciousness of educational needs and disposition to provide for them. And so, looking over the State, we find some of the very best school houses, teachers and schools, of which all good citizens are proud; while not far distant, in other districts, are the poorest and meanest schools that organized indifference and neglect can produce; with all shades of excellence or inefficient administration between.

To raise funds for the support of the schools has always been a formidable problem, in that it touches the pockets of our people so sharply for what is neither food, nor raiment, nor shelter. It is only of recent years that relief has come to the local pressure of taxation. And now it is to a large extent unfortunately true that the magnificent appropriations by the State for the support of the schools—without providing safeguards for their application—do not seem to be appreciated at their true value. They are applied to other purposes than the specific benefit of the schools, being largely used to lessen local taxation, in some cases to dispense with it almost entirely. Thus the tax levy has in some instances been reduced to the nominal rate of one mill, and even less, on the dollar.

The use made of the State Appropriation by non-progressive school districts affords additional proof, if such were needed, that the present method of distributing the appropriation is grossly unfair to such districts as are taxing themselves heavily for school purposes. It is a wrong, indeed, to the entire school interest of the Commonwealth.

Short-sighted policy, such as this, has nothing to commend it. To the most casual observer it is lacking in administrative sagacity. If persisted in, it must inevitably bring to the surface another governing principle in the financial management of the common schools. The State furnishing all the money for the support of the common schools, it becomes both the right and the duty of the State to follow her appropriations to their destination, and, under rules and regula-

tions lawfully prescribed, to see that the money she provides shall be applied in educational good faith to the benefit of the schools—the special purpose for which the money is intended—and the local authorities may then be relieved of any responsibility or duty in the matter.

This is the logic of the situation, and many thoughtful citizens are not oblivious to this drift and tendency of things. Will injudicious School Boards continue to be blind to the signs of the times? Do they not see that it is not politic on their part to risk killing "the goose that lays the golden egg?"

THE UNIVERSITY OF THE STATE OF NEW YORK.

AMID the confusion which reigns in our academies, high schools and colleges, it may be well for Pennsylvanians to look at the solution of the problem in an adjacent State. Very few of our citizens have any adequate conception of what is meant by the appellation at the head of this article. And yet it denotes an organization that is over a hundred years old, that had its origin in the brain of Alexander Hamilton, and that gave Napoleon Bonaparte the idea of uniting all the teaching forces of his realm into one compact body, which he called the University of France.

Nor do the educational people of our Commonwealth stand solitary and alone in their ignorance of this organization and its workings. George William Curtis relates that upon his election to the Chancellorship, an intelligent citizen of New York asked him if his new duties required personal instruction of the classes in the University. One of the most eminent lawyers of the State congratulated him upon his election, and at the same time begged to be told where the University was situated. On relating these anecdotes to one of the most sagacious merchants in the City of New York, he found the latter smiling demurely and modestly, saying, "I should like to know too." Finally when a son of Harvard, his sublime head striking the stars, asked, "What is the University of the State of New York," the cultured Chancellor murmured: "Tantaene animis cœlestibus"—ignorantiæ?

In spite of this ignorance of its nature and workings, the examinations conducted under its authority modify the teaching of many of our schools near the border line; its certificates are recognized by our best colleges; and many of the brightest youth all over the land, finding that they have passed an examination that will admit them to Cornell, Columbia or Syracuse, go to the State of New York to complete their education.

The University of New York was incorporated in 1784 under the title: "The Regents of the University of the State of New York." It makes one smile to think of the duties that were at first imposed upon the corporation. It was designed to be the governing body of King's College (revived and now known as Columbia College), and to take charge of such other colleges as might be established. The employment and payment of the professors from an income of not more than £1200, the prescribing of a system of discipline for the students, the repairing of the college building, the purchase of a bell to summon the students, and of four cords of wood annually to warm the professors, the providing of mops and dust pans for the domestic welfare of the little college, were some of the duties of the corporation.

Three years later, in 1787, the Legislature authorized a revision of the law. Alexander Hamilton was that year an Assemblyman, and Ezra L' Hommedieu was a Senator, and they were both regents and members of the committee on revision, of which Hamilton is believed by Chancellor Curtis to have been the controlling force. In the convocation address of 1890, the latter says:

"The act which they submitted created the University substantially as it now exists. It is a work worthy of our foremost master of statecraft, and it is interesting to study it as an illustration of his creative public genius. Its design was simple, characteristic and comprehensive. It forecasts in the sphere of education the political organization which the constitutional convention of the same year applied to the union of the States. Hamilton's report, while dealing with academic education, declared that primary schools in the State should not be left to the discretion of private citizens, but that primary instruction should be given in public schools by public authority. Under the name of the University of New York he evidently meant to include the whole system of education in the State, and

give it the vitality and vigor which result from local government under a strong, central, supervisory supremacy. The bill submitted to the board by Hamilton's committee became a law. It authorized the regents to visit and inspect all colleges, academies and schools which were or might be established in this State, to examine into the condition of education, and to make a yearly report to the legislature. It empowered them to confer the highest degrees, to charter colleges and academies, and to promote academies to collegiate rank. The act released the regents from responsibility for the repairs and cleanliness, as well as the finances and discipline of Columbia College, giving it a certain independence of the University by reviving the original charter of 1784, but retaining in the regents the power of visitation and inspection."

The regents of this corporation are elected by the legislature in the same manner as United States Senators. The governor, lieutenant-governor, secretary of state and superintendent of public instruction are *ex-officio* regents; the other nineteen are elected for life. Vacancies may occur by death, resignation, or refusal to act. The system of public schools was never placed under its control. But its powers have been enlarged by subsequent legislation, so that its field now includes not only the work of academies, colleges, universities, professional and technical schools, but also educational work connected with libraries, museums, university extension courses, and similar agencies. The regents apportion annually an academic fund of $106,000, part for buying books and apparatus for academies and high schools raising an equal amount for the same purpose, and the remainder on the basis of attendance, and on the results of instruction as shown in the satisfactory completion of prescribed courses for which the regents' examinations afford the official test. They also expend $25,000 for the benefit of free public libraries, apportioning not to exceed $200 yearly to communities raising equal amounts, and lending small libraries for periods of six months, where such assistance is needed to supplement local free libraries or to stimulate interest in establishing them.

The University is a supervisory and administrative, not a teaching, body. It is a State department, and at the same time a federation of 500 institutions of higher and secondary education. No school can use the name of college without the sanction of the regents. Should any college abuse its right to grant degrees, the charter may be revoked and the corporation dissolved. In the State of New York the work of the high schools and academies is moulded by the Regents' Examinations, and parents can know what each high school is doing, and whether the teaching fits pupils to pass the tests which are prescribed by the authority of the University. The policy of paying each school according to the number of pupils who pass the required examination, may lead to educational cramming; on the other hand, it cannot fail to stimulate the efforts of teacher and pupil, and under the revised regulations many of these abuses have been reduced to a minimum, if not entirely abolished.

The convocation address of the late George Wm. Curtis, and the other documents from which the above facts were obtained, are furnished by Hon. Melville Dewey (Secretary of the Board of Regents, Albany, N. Y.), whose unflinching perseverance and executive skill have in recent years greatly enlarged the efficiency of the corporation now known as the University of New York.

"OVER-THRIFT."

"A GOOD ENOUGH WHISTLE, BUT TOO MUCH CASH TO BLOW IT."

IN speaking of the late meeting of the Illinois Teachers' Association, whose enrollment was about five hundred members, Mr. E. O. Vaile, editor of *Intelligence*, takes occasion both to approve and to condemn a rather eminent educator. It is sometimes an unhappy experience to get too close to one and another of these much advertised men. In long editorial and other educational duty it has been our good fortune to know some of the immortals. For the outcropping selfishness of others, when better things were looked for, mortality has seemed quite good enough. The disillusionizing process is not a pleasant one. Says Mr. Vaile:

"The feature of greatest satisfaction and profit was the two addresses by Dr. G. Stanley Hall, one on the Education of the Heart and the other on Child Study. There was a freshness and verti-

nence as well as profound philosophy in his matter which called forth words of approval more numerous and hearty than we have ever heard expressed in regard to an educational address. But when it came to be understood that Dr. Hall's two addresses, both delivered in one day, cost the Association $165, there was a feeling of disappointment, not that the whistle was not really as good as it had been thought, but that so good a whistle should require so much cash to blow it. Of course no one wants any charity extended to a Teachers' Association; and everybody likes to see the school-master get well paid for what he does. But does it not seem decidedly soulless and mercenary for an educator who delights to be esteemed a high apostle of progress and reform, to exact so high a price for allowing a body of his fellow teachers to listen to him for two hours? Dr. Hall had like engagements with the Iowa and Nebraska Associations, to be filled successively on the following days, getting $500 for the three days' service. Not a word should be taken from the praise bestowed upon the lectures. They were excellent, admirable. But, considering the circumstances, does not the lecturer's thrift seem like over-thrift, not to use a stronger term?"

It is chilling to find love of money where you have long been thinking it love of men. One turns away from such an object lesson as this in disappointment, knowing again that neither learning, nor skill, nor culture, nor reputation, nor ability of any kind whatsoever, can stand for a moment in comparison with a simple, honest, loyal human heart. Such recurring experience but teaches to prize the more the few truly great, unselfish souls of angelic mould whom it has been our blest fortune to find as fellow-pilgrims here and there upon the way,—caring not a straw for any one because of wealth, or power, or learning, when divorced from the generous heart and helping hand. Forever the warm, true heart is greater than the head.

The love of money is never strong in any man—but more especially in the educator or the clergyman—that it does not cause him to be regarded with a feeling of suspicion which discounts his really good work, and has a blighting effect both upon his influence and usefulness. He who is always reaching out after all that he can get for himself of money, or place, or power, is a fool. He pays on the way and in the end a price much too high for his moth-eaten treasure. "Look not every man on his own things, but every man also on the things of others," is Paul's good advice to the Philippians.

Dr. Hall is given to the critical study of child-life, and of humanity in general from the standpoint of the educational expert. We commend to his special attention the lives of two men, one dead the other living, namely, Dr. E. E. Higbee, late State Superintendent of Pennsylvania, and Dr. Wm. T. Harris, present U. S. Commissioner of Education. These men present like traits of human excellence—eminent for scholarship, of profound wisdom, but richest of all in the enduring treasure of the heart, in generous "good-will to men."

DIRECTORS' INSTITUTE.

THE eighth annual Institute of the School Directors of Lancaster county was held in the court house Thursday, January 4, 1894. This Institute is made up of directors from all sections of the county except Lancaster city and Columbia. There were present about 125 directors.

The institute was called to order by Dr. J. J. Newpher, of Mt. Joy, president. In his annual address he spoke of the public schools and their advancement. One year ago free text-books were the chief topic of discussion. That has been settled by an act of Assembly. In his district there were 1400 books, and the record of a year shows but three books lost and fourteen condemned. The system has worked well. He advocated a closer supervision of schools. The county superintendent cannot devote enough time to the schools. There should be deputy superintendents appointed, whose duty it would be to frequently visit them. It has often been said that there are too many incompetent directors, but his judgment was that there are too many young teachers employed. The standard of schools should be raised and better salaries will follow. In some counties teachers are not employed under twenty-one years of age; in this county the majority of teachers are under that age. He discussed at length what is known as "contract jumping," by teachers who go from district to district for an increase of wages. There

is little honor among such teachers. He recommended the employment of a general secretary for Lancaster county, whose duty it shall be to keep a list of the teachers of the county and where employed. Track could then be kept of them, and they could not go from one district to another during the school term. In conclusion he referred to the large number of Normal School graduates turned out each year. In his judgment they are graduated too young from these institutions. He knew of one young lady who received her diploma at sixteen years of age.

"What kind of School Houses should be erected in our Country Districts?" was the subject of a paper by Mr. Geo. B. Willson, of Lancaster township. The school house should be so located that the entrance to it can be made attractive. There should be a permanent walk to the door; the space in front of the house should be a grass plot, in which shrubs and plants should be placed. The playground in the rear may be divided into two parts, one for boys and one for girls, or it may be left undivided. The architecture of the school-house should be attractive, durable and convenient; it is not necessary that it be extravagant. The school grounds should be kept in good condition and the pupils influenced to keep both house and grounds in good order. There should be a separate entry in the school building for each sex. This should be properly furnished with hooks and shelves numbered, so that each pupil will know where to place his or her wearing apparel and belongings. Every school house should be built so that there is room enough for each pupil, with a reasonable amount of fresh air for everybody. There should be a room for apparatus and library. This can be used, if needed, for directors' meetings or as a recitation room. There should be light for every part of the school room; mainly from the south. The windows, of ample size, should run to the ceiling and be placed four feet from the floor, and the curtains should be hung from below. There should be the very best ventilation, with good furnace, if possible, in the cellar, having cold-air flues from the outside. The floor space to accommodate from 30 to 120 pupils should be from 900 to 2000 square feet, and the ceiling from 9 to 12 feet or more in height. The school with a single teacher should have at least 1000 square feet of surface, the dimensions being 40 by 25 feet and the ceilings from 9 to 12 or more feet high. There should be a cellar under the entire structure. The teacher should inspect the water-closets frequently and thoroughly, this being a matter of the utmost importance.

"How can we Induce the People to take Greater Interest in Public Schools?" was the subject of a paper by Mr. Wm. Chandler, of Drumore. He said that the annual school session should not be above seven months in country districts. The rest of the year there is plenty of work for the children on the farm. The first essential for a good school is a good teacher. In his district when a good teacher is secured he is retained; when poor or indifferent he is gotten rid of very quickly. He spoke of unnecessary waste of time in the study of grammar. All of practical grammar can be put into 16 pages. These sixteen pages should be supplemented by a study of prominent authors. The public press is a great educator. He favored getting the patrons closer to the school. Get the names of all patrons of each school and put them into a box. Each month names should be drawn from the box. The parties drawn should be notified that they have been selected to supervise the particular school for which they have been drawn. In this way the patrons will be induced to take more interest in the schools. Each of these visitors should make to the school board a report of their observations. Errors can thus be corrected and ideas suggested.

"Salient Points in Sanitation with which Directors should be Familiar," was the subject of a paper read by Dr. S. T. Davis, President of the State Board of Health of Pennsylvania. He drew a comparison between the condition of the human race in the Dark Ages and the present, showing the advancement made in laws of sanitation. Between March and July, 1848, there perished, we are told, in Florence alone more than 100,000 persons from the black death; Genoa lost 40,000, Naples, 60,000, and Venice, 70,000; and in four years there died in the whole of Europe not less than 40,000,000 of human beings, poisoned from the filth which they allowed to accumulate about themselves. The effects of vitiated air on the human system and the importance of proper ventilation, particularly to growing children, should receive attention. The improved condition of our schools is brought about by compulsion. There is

a forced attention to sanitary laws which has done an immense amount of good, especially in foreign countries, where the "black death" has almost disappeared. Vitiated air is one of the greatest enemies of children, and sanitarians experience much difficulty in combating the old system of ventilation, on account of the stubborn disinclination of people to get out of the old ruts. Impure air is an insidious foe, an intangible enemy that lurks around every human habitation. The speaker then described the symptoms of a child breathing impure air, and explained why so much pure air is needed. He said that in a school-room there should be 300 cubic feet of pure air for every scholar. Oxygen in the atmosphere is the great blood purifier. To it we owe the existence of animal life. This gas is the most active chemical component of the air. At a recent meeting of the Academy of Sciences of Paris, the celebrated scientist, Prof. Brown-Sequard, reported some experiments he had conducted, with a view to ascertain whether carbonic acid is the only poisonous agent contained in the exhalations from the lungs. By condensing the watery vapor coming from the lungs he obtained a poisonous liquid capable of producing almost immediate death. Foul cess-pools, ill-ventilated school-rooms, public funerals of patients dying of scarlet fever, diphtheria, or smallpox, little or no quarantine after contagious diseases, school books used during convalescence from diphtheria and scarlet fever carried to school; all of these and other preventable causes are subjecting the healthy children to dangers untold, and are every year carrying thousands of helpless victims to premature graves throughout the commonwealth of Pennsylvania. Too careful attention cannot be given to the preservation of the health of pupils in the common schools.

The subjects presented above were each discussed at some length by members of the Institute. During one of the discussions Co. Supt. Brecht remarked that a few days before the meeting of this Institute his attention had been directed to a school in Warwick township, where curtains are erected at the base of the windows, instead of at the top, and the results are so satisfactory that he urged every teacher in the county to change the curtains as above described.

The following officers were elected for the ensuing year: President, Wm. Chandler; vice-presidents, John A. Mouck and P. S. Hershey; treasurer, D. D. Herr. The appointments made by the President are Mr. S. C. Bear, recording secretary; Mahlon Buckwalter, corresponding secretary; Dr. Helm, John Long, Amos Rea, Dr. E. H. Witmer and Charles B. Keller, executive committee; B. Ezra Herr, E. H. Hershey, Dr. J. J. Newpher, legislative committee; George B. Willson, S. Milo Herr, Jacob H. Wissler, M. M. Brubaker, S. S. Kraybill, committee on resolutions.

COLUMBIAN STAMPS.

THE people "do not like these Columbian stamps, and but for the precautions taken by the Third Assistant Postmaster General, the postmasters throughout the country would have the Columbian stamps on their hands as dead stock. But an order has been issued by the Third Assistant Postmaster-General informing the postmasters that 'the department will expect that these Columbian stamps shall be exhausted by postmasters before any orders are sent by them for additional supplies.' Therefore, we are forcing them upon the people in order to get rid of them. The stamps sent out today will end the business so far as the General Post-office Department is concerned. The people must use the stamps now in stock before they can get any others. There were 400,000,000 of them, of which 250,000,000 have been sold."

A clerk at Washington is reported as having said all this. If reported correctly, it but shows how much mistaken a man may be when he thinks he's happy. We have been enjoying these stamps, have bought no others since their first appearance, have used thousands of them; have been admiring their convenient size, fair proportions on an envelope, attractive colors, artistic designs; have admired them all the while, whether sending them out clean and bright or giving them welcome as they came in blurred somewhat in transit through the post-office. All our friends with whom we have spoken have made the same mistake! We have all been thinking them the best thing in the way of stamps that Uncle Sam has ever put into the market, and have been hoping that he would never go back to the half-size head

which heretofore we have been limited. ıt none of us knew anything about it. is uncomfortable to be so rudely awaked from an empty dream of satisfaction. ıere is, however, one item of good news the above, namely, that one hundred ıd fifty millions of them are to be forced" upon the public before the little ıes can again have the field to themelves. We are grateful!

READING THE BIBLE.

WE left home at eleven years of age to enter Oak Hill Academy, in 1848, aturated with the Bible, thanks to a fathr's rigid rule, but much more to the tender levotion of a mother who held the Book ı sacred thing, who loved it with all her ıeart and believed in it with a sure and ıbiding faith that nothing could disturb. :t was one of three books which we had he privilege of reading—the other two vere Bunyan's Pilgrim's Progress and he Lives of the English Reformers—and ve would not exchange the familiarity vith its pages which was then acquired ılmost as a child, for all the books we ıave seen since those early days. To ıave been driven in almost upon one ıook—and that the Book of all books—luring those years and amid such surounding, was infinite blessing. We are :d to speak of this from seeing this good aragraph in *School Education:*

"Eugene Field, the popular writer of ›-day, says, 'I would not now exchange ır any amount of money, the acquaintıce with the Bible that was drummed ıto me when a boy.' John Ruskin attriıtes his wonderful power of vivid porayal, the grandeur of his conceptions, ıd his warmly sympathetic nature, to e fact that, when a child, his mother sisted upon his daily reading some porın of the Scriptures. Day after day he ad the grand old book, hard names and l, until its sublime imagery and tender ntiment were alike a part of his thought. ı this practical age, the sweet, the comrting, the sublime, the inspiring, are too uch omitted. And we cannot see that e parochial schools have secured that ue heart-culture in their more strict and rmal treatment of children. Where is ıe educational system that will dare to ıite the best in the intellectual, indusial and practical with the cultivation of eekness, simplicity, heart-growth and holy aspiration, that can come only through intimate knowledge of the precepts of the Great Teacher of men? No child is best educated for home, for business, for the state, who has omitted this."

SCHOOL OUTHOUSES.

LAW OF THE STATE OF NEW YORK.

IN a recent letter from Deputy Supt. Chas. R. Skinner, of the Department of Public Instruction of the State of New York, he says: "The law enacted in the interest of health and decency in the school districts of this State has enabled us to do great work. In some cases trustees do not like it, but if they evade it they lose public money. There has never been a law more quickly and more cheerfully passed by the Legislature or more readily approved by the Governor. It is everywhere approved also by the people of the State."

The following is the text of a special circular issued by State Supt. J. F. Crooker, June 1, 1892. It presents the instructions and decisions of the Department of Public Instruction as to the law under consideration, and will be read, in this connection, with much interest in Pennsylvania.

DEPARTMENT CIRCULAR.

"*To School Commissioners:*

"Your attention is particularly called to the following act with a view of having it strictly enforced:

"An Act in relation to health and decency in the school districts of this State.

PASSED June 7, 1887; three-fifths being present.

"*The People of the State of New York, represented in Senate and Assembly, do enact as follows:*

Section 1. From and after the first day of September, eighteen hundred and eighty-seven, the board of education, or the trustee or trustees having supervision over any school district of this State, shall provide suitable and convenient water-closets or privies for each of the schools under their charge, at least two in number, which shall be entirely separated each from the other and have separate means of access, and the approaches thereto shall be separated by a substantial close fence not less than seven feet in height. It shall be the duty of the officers aforesaid to keep the same in a clean and wholesome condition, and a failure to comply with the provisions of this act on the part of the trustees shall be sufficient grounds for removal from office, and for

withholding from the district any share of the public moneys of the State. Any expense incurred by the trustees aforesaid in carrying out the requirements of this act shall be a charge upon the district, when such expense shall have been approved by the school commissioner of the district within which the school district is located; and a tax may be levied therefor without a vote of the district.

"Commissioners, in visiting schools, are requested to be particular in the inspection of outhouses and water-closets, and to make use of all available opportunities for notifying trustees that all districts which have not heretofore complied with the law must arrange buildings as it requires without delay, and thereafter continue to observe its provisions, or suffer the penalties which it imposes. The official reports at the close of the present school year will call for full information upon the subject, and upon these reports the Department must take such action as the law contemplates. If Commissioners meet with cases where a willful refusal to comply with the law is shown, they will forthwith report the same to this Department.

"Inquiry is frequently made as to the meaning of the statute. Whether or not it intended two separate buildings, it is hardly necessary to determine. When new buildings are to be erected it is much better, and not much more expensive, to erect two entirely separate buildings. But it is clear that in connection with each school in the State there must be two "suitable and convenient water-closets or privies," which "shall be entirely separated each from the other." If the two are under one roof, they must be separated by such a substantial partition, both above and below the floor, as will prevent all communication. *If such partition is not of brick or stone, it should be a lathed and plastered partition, or it should be of plank ceiled on both sides. A simple board partition is not enough.* In other words, where the two closets are under one roof, they must be as effectually separated as though they were in entirely separate buildings.

"It will be observed that the law also requires that there shall be separate means of access to these places, and that the approaches shall be separated by a "close fence not less than seven feet in height." The purpose of this provision is manifest. It is to screen the approaches and entrances from observation. It is a wise provision, and must be complied with. If there are two outbuildings separated from each other on the rear of the school site, there should be a fence erected between the two outbuildings, and another should extend from this to the school building.

"It is occasionally said that a site is not large enough to admit of compliance with the law. Then the site must be made larger by the acquisition of more land. The school laws make ample provision for such a contingency.

"It is important to make the fact prominent also that the duty of the trustees is not discharged when the two outhouses, with guarded approaches, are provided. The law directs the trustees to keep the same 'in clean and wholesome condition.' A failure to do this is as truly a violation of the law as a failure to observe its other provisions."

MODIFIED FOOT-BALL.

THE game of base-ball ran its course through the stage of legitimate good-natured play into that of rivalry and enmity between great schools, and then passed under an eclipse of professionalism which, like horse-racing *et al.*, was characterized by betting and excess of rowdyism. Foot-ball came as its successor,—and a stern, strong game it is—but it too has been driven to excess, and now bids fair to pass under the same cloud of professionalism, unless the rules of the game are greatly modified. It is becoming harmful instead of helpful to the colleges, and the situation as now presented is gravely discussed on all sides. The *Medical News* says in a recent issue:

"To one who is not bereft of reason and moderation by the 'rush-line' of a popular craze or fad, it is simply astonishing to witness the excesses permitted—nay, encouraged—in the name of athletics and education, by the foot-ball enthusiast. Note, first, the clear trend of the whole affair toward professionalism, including betting and gambling. It is simply absurd to longer shut one's eyes to this fact. Enthusiasts may deny or seek to ignore it, but it is fast becoming an open secret that men are making a livelihood by the game, that sometimes their expenses in college are paid for the purpose of winning match games, and that betting on the results of the matches is growing

more and more common. Now, a frank, out-and-out professionalism in athletics is not so bad a thing, if the game be truly an athletic and hygienic one, and not brutalizing to mind or body. But one who to any small extent is aware of the way collegiate politics are becoming bound up with semi-professional foot-ball politics must deplore the malevolent influence of the game upon modern educational tendencies.

"Can any sane man deny that in founding, endowing and encouraging institutions of learning the object is to fit men for the intellectual battles of life? Can he deny that the training and development of the muscular system, desirable as it is or may be—and there is only one thing that is more desirable—should be subordinated as a feeder and supporter to mental athletes? Finally, can it for a moment be denied that the student who is a foot-ball enthusiast, whether player or 'howler,' is nowadays giving a disproportionate amount of his time and interest to the game rather than to his studies?

"Wise educators are seeking earnestly to check the fatal tendency to rowdyishness and coarseness following necessarily and closely upon such practices and abuses of the game instinct. We are well aware of the favorable statistics the enthusiasts offer as to the influence of athletics on education. There are two fallacies in them: First, foot-ball is not athletics, and the influence of this game will soon reduce the good average as shown by and due to athletics proper; second, the statistics are gathered and offered by the enthusiasts of the game. Instead of carefully training each and every student physiologically and systematically, so that his bodily defects shall be corrected and so that his body shall be a supple, strong and beautiful servant of the mind, there is a concentration of all training upon one man out of a hundred, for a special and not by any means beautiful purpose.

"In the name of hygiene, physical and mental—what a farce! Last week near New York a young man's neck was broken on the foot-ball field. The enthusiast sneers when the game is called brutal, but in sober earnest is prize fighting more brutal? Doubtless foot-ball has killed more persons than fisticuffs. The papers teem with accounts of the physical injuries of the players after every game. These young men are getting to be proud of their injuries, their sprains, their battered faces and wrenched limbs. Is this not topsy-turvy? Is this gymnastics? If so, it is inverted gymnastics—on its head in the mud! We laugh at the outrageously perverted pride of the German student who exhibits his chopped and mangled face as a proof of glory instead of shame, and we are going the same road. Wise fathers are beginning to refuse their sons permission to play a game that relies for its charms upon a distinct reversion to a barbaric type of sport."

President Carter, of Williams College, —from which Garfield graduated and of which Mark Hopkins was so long the presiding genius—unlike the editor above quoted, enjoys the game and thinks well of it, but says:

"There are certain elements which should be eradicated to make the game what it is intended to be. So far as I have been able to form an opinion, the 'mass play,' so called, is of the most dangerous character, and should be put down. The tremendous exertion of brute strength, followed as it is by the great shock of collision and consequent possibility or probability of accident, to not only one but several men, brings into the game characteristics wholly undesirable. Foot-ball is a game of science, as I understand it. I believe that reform will come, but not through the efforts of the colleges composing the lesser Intercollegiate Foot-ball League. It is the same in this as in other matters of interest to college life; if the reform is made, it lies with the larger colleges and universities to take the initial step. That done, it would soon spread to the smallest colleges. The reason why I have that opinion is because the boys here at Williams and those at Amherst, Dartmouth, and the other institutions of the same class derive their customs and governing rules from those inaugurated by the large colleges.

"Another thing which, in my mind, is one of the causes of the evils of the game, is the playing of games by the colleges on neutral ground. I think the games should be confined entirely to the college grounds. In this event, to be sure, crowds of 25,000 spectators would be scarce; but if matters outside the playing of the game are to exert an influence over the opposing teams in any way, then the movement for reform might as well stop before it has been begun.

"Professionalism is another great evil.

Here at Williams there have been several instances of an impurity in athletics, but it was without the consent or knowledge of the Faculty, and we all felt ashamed of ourselves when the matter was known. Only this fall a graduate came to the Registrar to be entered on the books. He was very frank in his statements, and plainly told us that he had returned to play foot-ball, and intended to leave college when the season had drawn to a close. It is needless to say that he was very promptly informed that he could not play ball with the Williams team.

"While the colleges of the Intercollegiate League would probably wait the action of Harvard, Yale, and the other two institutions in the matter of reform, I have no doubt that Williams, Dartmouth, and Amherst would be very willing to support any measures tending to purify the game and make it a game of strategy and skill without brutality."

We have asked an intelligent student in the Sophomore class at Yale, Mr. S. E. Spoohnt, to give us his view of the mooted question. He is a young Russian, who came to America four years ago in search of such educational advantages as are not to be had at his home in Odessa; a youth also who is in touch with the best of college life and takes a practical, common-sense view of questions as they arise. He writes as follows:

"The adverse criticism which has been heaped on foot-ball during the past season has, no doubt, resulted from the development of the game which sacrificed its open and brilliant features for the more dangerous momentum and mass-plays. But eliminate from it the momentum movement, and you have again the fine, old, stern game of foot-ball, which every candid and careful observer will admit has done a great deal of good in its influence on the collegians. That the momentum style of play will be done away with, there can be no reasonable doubt, as the three leading schools in the country, Harvard, Princeton and Yale, and especially the last named, have expressed their desire, through their coaches, to abandon this dangerous play; and the influence which these institutions exercise over the other colleges may insure its abandonment everywhere.

"The charge made that athletics in general, and foot-ball in particular, interfere with the studies of the student is not well founded. From personal knowledge I can assert that the members of our teams are good students. Not infrequently some of them merit and receive the highest honors which the university grants for mental attainments. That athletics and athletic sports are not detrimental to the studies of the university in general, is evinced by the fact that its standard of mental requirements is being raised from year to year. Few men at all familiar with the facts will deny that the student who graduates from a university nowadays, with all its foot-ball, base-ball, etc., knows more than he who graduated in the good old times when it was not encumbered with so much in the way of athletics.

"There are some who object to foot-ball on the ground that the university at large does not participate in it, and that a few chosen men are developed physically to the prejudice of the larger body of students. Those who make this objection ignore the fact that almost every college in the country is equipped with a gymnasium under the direction of competent instructors, where the students have just as good an opportunity to develop their bodies as on the ball field, in the boat, or on the track. To show that foot-ball, with all its attendant enthusiasm, and waste of lung-power, exerts a healthy influence on the American student, a brief comparison between our students and those of Europe may be of service.

"None of the European students, except the English, have any athletic sports to speak of, and consequently they do not have, as we do, a safe and harmless outlet for their superfluous spirits. They, therefore, necessarily seek an outlet for their young energies in other and less desirable ways. In Russia, for instance, the students, who have not the slightest idea of college athletics, devote their energies in spare hours to politics, and to the worst kind of politics at that—to anarchy and nihilism; and it is safe to assume that more of them perish on that account in a single year than have been seriously injured at foot-ball since this stern sport has became prominent on the list of college games. In Germany, for want of athletics, the students find a barbarous delight in disfiguring and injuring one another, sometimes their friends, in almost unprovoked duels. But turn to England, or to our own country, and we may at once be convinced of the good that is to be had from foot-ball.

"In regard to the objectionable feature betting, which comes along with athtics, or almost anything else in which ere is an element of uncertainty, we can ıly say that it seems an incurable disse. As long as people are inclined to ake or lose money in an easy way, there ill be betting, whether it be foot-ball or mething else that affords the temptaon with the opportunity. No one would lvocate the abolishing of certain other inrcollegiate contests on account of the tting that might be done, and often is me, with reference to their result.

"A word may be said also as to the iarge of professionalism which is made gainst foot-ball. The laws passed by ie Inter-collegiate Association effectually radicate professionalism in the three eading universities. It is true that there s a great deal of undesirable professionlism in the smaller institutions, but that s because the Faculties of those schools lo not choose to look very closely into the matter. They ought to know whether a certain man on their team is a *bona fide* student or not; and if aware that he is not such, and the Faculty allows him to represent their team, the charge of courting professionalism ought to be laid to the Faculty, and not the sport itself."

As to standing in scholarship, a matter often spoken of when foot-ball is in question, we quote from a well-written article on "Inter-collegiate Foot-ball," by Profs. White and Wood, which appears in the *North American Review* for January:

"Of the four or five members of the Pennsylvania foot-ball team of 1892, who iave now graduated, one, the captain, won in competitive examination the greatest prize the university offers to its nedical class, a position in its hospital; nother, who was first honor man of his class, has been made professor in the unversity, and still another was on the ionor list. In this year's team the same proportion seems likely to continue. At Princeton two out of the eleven are on he honor list, and five are far above nediocrity. At Yale, the average standing of the sixteen members of the academic lepartment who have been connected with the foot-ball team as players, is igher than the average standing of the est class in scholarship that has ever raduated there. At Cornell, Prof. Hitchock says the men in the inter-collegiate ihletic teams have a standing better than ie average of the college."

The disgusted editor, quite out of sympathy with this vigorous sport; the common-sense college president, heartily in touch with the boys; and the student who enjoys seeing or playing the game and at the same time makes high standing in the studies of his college course—each speaks his mind and represents his class. Our own opinion is that the game should be continued, and these rules made imperative: Membership in a team should be confined to undergraduates and *bona fide* students. For "slugging," or unnecessary roughness, punishment should be prompt disqualification in the game then being played. The "flying wedge," or as it is sometimes called, the "flying V," the "turtle back," and movements in mass generally, should be ruled out of order. The play being thus made more open, would be more interesting to the observer, and would require more head-work on the part of the players. The interference to protect the runner is objected to by some; but the team that can manage this best shows the better training and the better generalship. Every element of professionalism encourages the betting mania, and should for this and other reasons be abandoned.

We need games of strength and skill. Foot-ball is a good one. Let it be reformed and retained.

STATE SCHOOL FUNDS.

THE PROPER DISTRIBUTION OF THE STATE APPROPRIATION.

THE following paper, which we find in the Williamsport *Sun*, upon the proper distribution of the State appropriation among the schools, was read by Mr. E. S. McNett before the recent convention of School Directors held at Muncy, Lycoming county. We shall be glad to see this important question discussed everywhere, with a view to securing the most equitable method of distributing the annual fund. The present is clearly not the best that can be devised—it is here shown to be utterly unfair—and "in the multitude of counsellors there is wisdom." Says Mr. McNett:

"The question of the proper distribution of the State Appropriation amongst the various school districts of this state is one of great importance to the people of the commonwealth, and one that has not

received the attention that its merits deserve. In this short and necessarily imperfect article, I shall try to point out to you some of its imperfections and irregularities, nay more, its gross injustice, and suggest perhaps a better method. Let us go back a century or so, and we will find that there were no schools for the masses. Royalty served its purpose best with an ignorant and degraded population. What schools there were, were in the interest of the king, and for his glory all schools were taught, but with liberty came inspirations for knowledge. Education slowly spread, and around the home circle a book or two would be treasured, and the child at its mother's knee would obtain an inkling of what his soul hungered for; but as her time and education were greatly limited, some more favored one would be hired to teach the children of several neighbors. So the subscription school sprang into being, but the State saw that as a necessary protection to itself, as a guard and shield from the evils flowing from an ignorant and, therefore, debased population, that schools should be maintained by law, and that every child in all our broad State, no matter what its condition in life, should have an opportunity to acquire a fair education; and in establishing these schools the control of them was wisely given to local boards elected by the people, but paid for by taxation according to the ability of the people to pay, without regard to the fact whether they had many, few, or no children to be educated.

"But vast corporations arose in the state that paid only a state tax, and in order to return to the people a just share of this money, a state appropriation has for many years been voted to the various school districts in the state. The first appropriation was distributed in 1854 and consisted of $156,000, excluding Philadelphia, and has gradually increased until we find in 1888 the sum of $1,200,000 was distributed, excluding Philadelphia, while at the present time the sum of $5,000,000 is voted for the entire state, a sum so vast that we can hardly comprehend it, capable of creating untold blessings to the people if properly distributed. Unfortunately the report of the State Superintendent has not been issued since the sum has been distributed, but by taking the reports for the year ending June 1, 1892, for which year the sum of $2,000,000 was voted, we can by comparison obtain very close results. Now this sum is distributed among the various school boards according to the number of taxables, being at the rate of $3.45 each. It is a well known fact that in a rich country the population is dense, while a poor country is sparsely settled. We will suppose two townships have each six schools. One is rich and has fifty taxables to each school: it levies only a tax of two mills. The other is poor and has only ten taxables to each school. It levies ten mills. Their wants are the same, their expenses about the same; yet the rich township, which levies only *a tax of one-fifth as much, receives five times as much from the state* as does its poorer neighbor!

"You say this is a fancy sketch. Let us see. Take Lycoming county. Suppose each township has six months school, as most do, how much will the State Appropriation amount to each month for each school? First on the list of townships comes Anthony, and they receive $6.21 and pay a tax of 10 mills; next comes Armstrong, and for each school each month she receives $10.66 and pays a tax of 8 mills; third comes Bastress, which receives $15.57 and has a tax of 5 mills; and thus we go through the county, some more, some less, high-water mark being reached in Susquehanna, with $26.64, with Porter a close second with $27.26 for each month taught, each levying only 2 mills, while the Watson independent district receives only $2.91 for each month taught. This, remember, was for the $2,000,000 appropriation. Take the figures and multiply them by two and one-half and we have the condition of things as at present. Now, if the sum of $5,000,000 had been distributed, instead of $2,000,000, that year, and the people used the same amount of money they did as it was, we find that Anthony would still have had to raise by taxation the sum of $846.33 and levied 8 mills; Armstrong would have had to raise $373.17 and levied 5 mills; in Bastress the collector would have had to hustle and collect $6.29, while Porter, happy Porter! could rejoice in no taxes and still have $261.72 left, and Susquehanna would have no taxes to pay and a nest-egg of $93.31 to boot! In counties we find the same glaring injustice, the rich counties receiving double or more than the poorer ones per school. For instance, Allegheny and other rich counties receive almost twice as much per school as does Brad-

ınd nearly three times as much as Sullivan.

ow, is this the end and aim of law-:s? Do they intend that the rich escape all taxation and the poor be :d down with burdens grievous to ne? Are the children of the wealthy r in the valley around Jersey Shore sacred than the children of the hardy taineer in McNett township, that e shall escape all taxation, while the is taxed so heavily that were it not e sacred purpose of educating their ones they would not endure it? To the question is but to answer it. I for the bright-eyed boy living on ıountains in board houses, through the snows of winter drift. I plead e poor parent who, knowing he can im nothing else, at a fearful sacrifice clothes and educates his child that ıy go out on the world not doomed a hewer of wood and a drawer of for his more fortunate neighbor; nore, I demand in the name of jus-ıat this outrage shall cease and a just mode of distribution be adopted. o not overlook this fact, for it is of mportance, *that the State Appropria-; not voted to relieve taxation*—that incidentally—but is voted that each very child shall have the opportun-receive a fair education; or in other , it is the child's interests, not the yer's, that are being consulted; ore, some plan should be adopted would, as far as possible, place the ls on an equality with regard to the h of the people, and at the same preserve the local rule of the people. qualize the burden of sustaining chools by taxing all according to ıbility to pay. Why should not the rse of this proposition be true, and to all according to their needs, zing the benefits accruing there-by a wise and judicious distribution is fund? How can this be done? ose, instead of taking the taxable for nit, we take some other method. s take the number of schools in a hip, multiply it by the number of ıs taught, and that again by the er of mills tax levied for our wants. s again take the two townships hav-ıch five schools of six months each. ich one levies two mills, her num-f units would be 60; the poor one ten mills, her number of units l be 300. The poor township gets five times as much of a State Appropriation as the rich; the one gets too little money, the other too much, so the rich one raises her levy to three mills and has 90 units, the poor one cuts hers to 5 mills and has 150 units; each has the same amount of money, the 3 mills in the rich township raising more money than the 5 in the poor. Is not this fair and just? No district can get money from the state but as they assess themselves. If a people are a live, progressive people, the state gives them a helping hand; if they care nothing for education, they cannot throw the burdens of taxation on the state. There can be no padding of lists to swell the State Appropriation; it fits every condition and every people, and while the lower rate of taxation must ever remain with the rich township, it permits of no such glaring injustice as at present. It will permit every township in the state to hire excellent teachers and prevent the constant dropping out of the profession of the experienced and better class, and therefore we will have fewer young, inexperienced teachers, and as a result all new teachers will be better fitted for their work. It will check the constant stream of retired farmers and others moving to towns that their children can have better facilities to obtain an education; in short, it will mean a general advancement all along the line.

"We have heard much in the last few years about the equalization of taxes. Many a demagogue has ridden into office on that hobby. The school tax is confessedly the heaviest tax we have to pay. Can you show us a better way to equalize the burdens of taxation than by this method? Perhaps there may be better ways of distributing this fund than this plan. I hope so. We need the best. Let us look the matter fully over. Before the next legislature meets a year will intervene, and the reports showing the results of the new appropriation will have been issued. Let every Director and friend of education study the tables carefully and seek the best obtainable way. The world is moving onward, the Golden Age is ahead of us, not behind, and although great has been our progress, still let Onward be our motto and eternal advancement our creed. The dark night of ignorance is passing away and the bright morn of universal education tints crimson the eastern sky. God speed its glorious noon-day!"

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

FREE TEXT BOOKS AND SUBSCRIPTION SCHOOLS.

7. *Question:* Can the Free Text-Books furnished for use of any given public school be used by a subscription school held in the same building during a part of the year when the public school is not in session?

Answer: The law does not contemplate nor warrant the use of free books by schools not exclusively under the official jurisdiction of the directors. A Board of Directors cannot consistently nor lawfully discriminate in the use of books in favor of children whose parents may raise a fund for subscription schools for their benefit at the close of the regular public school term.

The patrons of the school are to be commended for the progressive spirit shown in the desire expressed to have better educational advantages for their children than are offered by short terms of school. The proper course, however, to pursue in all such cases is to extend the term of the public school, and thus give all the advantages of longer annual terms and free books, as well as free tuition.

This is the correct solution of the whole question, and is in accordance with the spirit of the laws governing the operation of the public school system. Where free text-books are in use the schools must be free also, open to all children alike, without any conditions or restrictions which the law itself does not authorize.

SUITABLE AND CONVENIENT OUTHOUSES ON PUBLIC SCHOOL GROUNDS.

8. *Question:* What is the meaning of the Act requiring Boards of School Directors and Controllers to provide for the better protection of the health and morals of children in their respective districts?

Answer: In assigning School Directors the duty of providing suitable and convenient outhouses for each school under their jurisdiction and of making provision for the keeping of the same in a clean, comfortable and sanitary condition, the last Legislature rendered an invaluable service to the children of the Commonwealth. No law has been enacted that will do more to protect the health and morals of the pupils during the most formative period in life.

The framers of the law evidently contemplated something better than apartments separated by a mere board partition. They undoubtedly had in mind separate houses for each sex, either placed at some distance one from the other, or with walks thereto separated by a closed fence not less than seven feet in height. In cities and boroughs with school buildings two or more stories in height it is best to have the water-closets on each floor, although basement closets with separate stairways answer the requirements of the law. In all cases they should be made as neat, and comfortable, and modern as those of the well-appointed home in the community.

Undue economy here is criminal disregard of duty. Everything should be planned as carefully, and should be as durably and attractively finished, as any other part of the school building or its belongings. The natural result of this proper care, insuring privacy and comfort, is to educate youth to such views, impressions, and habits in this direction of vital importance as should characterize a human being. The great body of right-thinking American people are, in their personal habits, the most decent in the world. Of this fact observant gentlemen and ladies of intelligence who have lived abroad or traveled widely in Europe are well convinced. This high standard of delicacy, refinement, decency, should prevail everywhere amongst us. The purpose of general education is to lift, slowly but surely, the average of intelligent thought and refining habit to a higher plane—always higher as the generations go onward.

When, as in most cases, these houses are outside of the school building, let shrubbery, flowers and vines be planted about and near them, in part to conceal them from public view; and along the fences and walks, as may be convenient, the latter being laid out with reference to such planting. This will add to the appearance of the school grounds, relieving their too often unattractive barrenness and giving impulse to the good work of Arbor Day.

Superintendents and citizens,—especially the Directors and patrons of the schools,—should see to it that this wise law is carried into effect in its full and proper intent and purpose throughout the entire State. It was published in our July number, (Vol. 42, p. 42), but for the convenience of the reader, it is republished as follows:

An Act to require Boards of School Directors and Controllers to provide for the better protection of the health and morals of school children in their respective school districts.

Section 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same: That boards of school directors and controllers shall provide suitable and convenient water-closets for each of the schools under their official jurisdiction, not less than two for each school or school building where both sexes are in attendance, in their respective school districts, with separate means of access for each; and, unless placed at a remote distance one from the

other, the approaches or walks thereto shall be separated by a substantial close fence not less than seven feet in height; and it shall be the duty of the directors or controllers to make provision for keeping the water-closets in a clean, comfortable, and healthful condition.

Sec. 2. Any failure on the part of school directors or controllers to comply with the provisions of this act shall make them liable to be removed from office by the court of quarter sessions of the county in which the schools are located, upon complaint made to the court under oath or affirmation of not less than five taxable citizens resident in the school district in which the school is located.

The law of the State of New York on this important subject and the instructions of State Supt. Crocker will be found elsewhere in this issue of *The Journal.*

SOLDIERS' ORPHANS.

THE PENNSYLVANIA SOLDIERS' ORPHANS' INDUSTRIAL SCHOOL.

Act of 1893. Providing for the erection of the Pennsylvania Soldiers' Orphans' Industrial School, the purchase of land and the erection and equipment of the building or buildings necessary therefor, making appropriations for such purposes, erection and equipment, and the maintenance of children admitted therein, placing the care of the same in the Commission now known as the Commission of Soldiers' Orphan Schools of the State of Pennsylvania, and regulating the admissions to the said Pennsylvania Soldiers' Orphans' Industrial School and the said Soldiers' Orphan Schools.

Section 1. Be it enacted, &c., That there shall be erected at some point within the state, easily accessible, a building or buildings, to be known as the Pennsylvania Soldiers' Orphans' Industrial School.

Sec. 2. That the Commission now in charge of the soldiers' orphan schools are empowered to purchase not more than one hundred acres of ground, the title of which shall be vested in the Commonwealth, and to erect buildings thereon, equipping the same with shops, tools, etc., for industrial training as well as for the educational course, and for the maintenance of the soldiers' orphans, first taking security for the faithful performance of all contracts, and for the completion of the building or buildings in a substantial, good, and workmanlike manner.

Sec. 3. The said Commission, as now constituted, shall continue until the third Wednesday in January, one thousand eight hundred and ninety-seven, at which time there shall be appointed by the president *pro tempore* of the Senate, two members thereof, and by the Speaker of the House, three members thereof, to serve for two years, and the Commander of the Department of Pennsylvania, Grand Army of the Republic, shall then recommend to the Governor five honorably discharged soldiers for the appointment, who, if approved by the Governor, shall be appointed to serve for two years. The Governor shall be a member *ex-officio* of the said Commission. At the expiration of the said terms of the said appointees their successors shall be appointed in like manner and for like term. Vacancies occurring in the membership of the said Commission shall be filled by the appointing powers as above set forth.

Sec. 4. The said Commission shall elect, from their own number, a president, secretary, financial secretary and treasurer, and shall employ all necessary clerks, teachers and employes necessary for the proper conduct and care of the schools.

Sec. 5. The said Commission shall have full power to continue the soldiers' orphan schools as now constituted, or, if necessary, change either, any or all of them, to other localities, until such time or times as the Pennsylvania Soldiers' Orphans' Industrial School shall be completed, or sufficiently advanced to accommodate said orphans, when the Commission shall close all of the said soldiers' orphan schools.

Sec. 6. The said Commission, under such rules and forms of application as it may adopt, shall be and is hereby authorized to admit to said soldiers' orphans schools, or to the Pennsylvania Soldiers' Orphans Industrial School, soldiers' orphans, of parents residents of this state, for a continuous period of not less than five years prior to their application, who shall be under fourteen years of age, to be educated and maintained therein until they shall severally become sixteen years of age, unless sooner discharged for cause by order of the Commission.

Sec. 7. Preference in admission shall be as follows:

1. Full orphans, the children of honorably discharged soldiers, sailors or marines, who served in the war for the suppression of the rebellion, and were members of Pennsylvania commands, or, having served in the commands of other states, or of the United States, were residents of Pennsylvania at the time of their enlistment.

2. Children of such honorably discharged soldiers, sailors or marines as above, whose father may be deceased and mother living.

3. Children of such honorably discharged soldiers, sailors or marines as above, whose parents may, either or both, be permanently disabled.

Sec. 8. In order that the benefits of industrial training may be given to the children now in its soldiers' orphan schools, and who may arrive at an age to be discharged at or about the time of the opening of the said Soldiers' Orphans' Industrial School, the said Commission is hereby empowered to extend the time of the discharge of such children, who may be fifteen and sixteen years of age, for the space of two years additional.

Sec. 9. The per capita rate of appropriation for the education and maintenance of the children admitted in the Pennsylvania Soldiers' Orphans Industrial School shall not exceed the sum of two hundred dollars per annum.

Sec. 10. No compensation shall be allowed any member of the said Commission, except such reasonable expenses as they may incur in the performance of their duties, and no member of said Commission shall be directly or indirectly interested, financially, in any school under care of said Commission, or in the education and maintenance of said soldiers' orphans, nor in furnishing supplies to or for the same, nor in the purchase of lands, erection of buildings or equipments of the same.

Sec. 11. The said Commission shall, on or before the third Wednesday in January of each year, present to the legislature, under oath, a detailed report of the financial transactions of the preceding year, setting forth in detail the amount of all moneys or other property received on account of such Pennsylvania Soldiers' Industrial School, and an itemized statement of the disbursements thereof.

Sec. 12. That the year for all provisions under this act shall begin on the first day of June in each year, and end on the thirty-first day of May of the year then next succeeding.

Sec. 13. To carry out the provisions of this act the following sums are hereby specifically appropriated out of any money in the treasury not otherwise appropriated, which sums shall be paid to the treasurer of the Commission of Soldiers' Orphan Schools, who shall be required to give a bond in the sum to be named by the said Commission, with security for the proper application of such moneys:

1. For the establishing, building, furnishing and fitting up of said Pennsylvania Soldiers' Orphans Industrial School, as hereinbefore provided, the sum of one hundred and fifty thousand dollars, or so much thereof as may be necessary.

2. For the education and maintenance of the children admitted to said Soldiers' Orphans' Industrial School, for the year ending May thirty-first, one thousand eight hundred and ninety-four, the sum of ten thousand dollars, or so much thereof as may be necessary.

3. For the education and maintenance of the children admitted to said Soldiers' Orphans' Industrial School, for the year ending May thirty-first, one thousand eight hundred and ninety-five, the sum of fifty thousand dollars, or so much thereof as may be necessary.

4. For the expenses of the Commission, as hereinbefore provided, the sum of three thousand dollars, or so much thereof as may be necessary.

Sec. 14. All moneys to be paid on the warrant of the Auditor-General, drawn on the State Treasurer upon requisition, approved and certified to by the said Commission.

Sec. 15. Any balance remaining unexpended for the year one thousand eight hundred and ninety-four shall be available for the year one thousand eight hundred and ninety-five, in addition to the sum of fifty thousand dollars herein appropriated for that year.

Sec. 16. That all acts or parts of acts inconsistent with the provisions of this act be and the same are hereby repealed.

ITEMS FROM REPORTS.

ARMSTRONG—Supt. Jackson: The County Institute, held at Kittanning, was pronounced by those in attendance as the best we have had in many years. Out of 289 teachers, only 17 were absent; most of these were kept away by sickness.

BEAVER—Supt. Hillman: On Saturday, Nov. 11th, the people of Aliquippa, in Logstown, Ind. District, did themselves great honor in the dedication of their fine new two-room school-house. The P. O. S. A. presented a flag. There were speeches, lunch was provided, and a pleasant time was had in every way. The good impression made on the minds of the many children present will be lasting. An important educational event during the month was the dedication of the beautiful new school-house at Fallston. It is a fine brick structure, containing four school-rooms and a hall, with the latest improved arrangements for heating and ventilation. The building and grounds cost about $9,000.

BEDFORD—Supt. Potts: Never have we had a more successful session of County Institute. The attendance was large, both of directors, teachers and patrons. The instruction was of a high grade and duly appreciated. T. L. Gibson, of Ebensburg, our musical director, is equal to the best we have ever had. Good work is being done in most of our schools. Local Institutes are being held in many districts. Bedford township has completed the Wolfsburg school-house. It is the best in the township and one of the best in the county. Directors deserve the thanks of the people for the good work being done. Hopewell has moved into its new house; it is a model building.

BLAIR—Supt. Wertz: The new school-house at Tyrone, a beautiful and substantial building, was damaged by fire on the night of December 15th, to the amount of several thousand dollars. The arrangements for the dedicatory exercises had been made for December 30, preparatory to the opening of the schools January 2d. The damage will be repaired as speedily as possible, and the house will be ready for occupancy early in February. Neat and substantial book-cases have been placed in the school-houses of North Woodbury, Huston and Greenfield townships, and some of the houses in the latter townships have been neatly repaired.

The first session of the County Teachers' Association, for the present school year, was held in Altoona December 9. It was well attended, and was pronounced the most interesting meeting since the organization of the Association.

CARBON—Supt. Beisel: Our annual Teachers' Institute was held in the opera house, Lansford, the first week in December. We have 179 teachers, of these 177 enrolled. The average daily attendance was 174. The same two teachers were noted for their absence a year ago. The work done at our County Institute was very satisfactory. "Not a weak man on the programme" was the remark of a person able to judge. The Institute was well patronized, which made it a success both financially and intellectually from an educational point of view. The directors decided to hold their meeting hereafter on Wednesday, and to devote the whole of the afternoon to the discussion of topics bearing upon their office. On Saturday, December 16th, the principals of the county held a meeting at Mauch Chunk. After squaring up the business pertaining to the County Institute, they formed a permanent organization. At this meeting we divided the county into five local institute districts and decided to hold two institutes, one in the second district at Weatherly and the other in the fourth district at Lehighton. This organization will prove a factor for good both to themselves and to me. Four of our teachers resigned—one has gone West, another into business, two are promoted to the "queenship" of the household. The schools of Carbon are doing well.

CENTRE—Supt. Gramley: The attendance of teachers and citizens at our annual Teachers' Institute was very gratifying. All manifested unusual interest in the proceedings. The executive committee of the Directors' Association had outlined an excellent programme for Directors' Day, and although the number of directors present was not as large as it might have been, yet such interesting discussions cannot fail to be productive of good to our schools. Our instructors were Drs. Schaeffer, Groff and Philips, and Profs. Swift, Twitmyer and Brumgard. Our evening lecturers were Dr. Philips, Profs. Twitmyer and Perrine, and an entertainment by the Schumann Concert Company.

CLARION—Supt. Beer: We have two new school-houses ready for occupancy—Rimersburg, three rooms, and Callensburg, two. I have arranged for several local Institutes. But one township (Piney) divided their term and employed two corps of teachers. Toby also divided the term, but only so far as wages were concerned. The same teachers are teaching the winter term that taught the fall term. The average length of the term is 6½ months; it ought to be longer. There are 37 districts, 243 schools, which is a gain of 4 over last year; 244 teachers and 19 Directors. Of those now teaching, 187 hold provisional or one-year certificates, and 57 have high grade certificates or State Normal diplomas. There have been 365 applicants examined for provisional certificates, of whom 42 were rejected, and 323 passed with an aggregate grade on nine branches of 18 or less. About 50 of those who passed are not residents of Clarion county, and of the number who passed the required grade, 137 are not now teaching in the county. The supply is greater than the demand. This condition suggests the necessity of a higher standard. Such work as barely gave a teacher a grade of 18 this year will cause that teacher not to be licensed next year. Let Directors give the longest possible term, pay the highest wages, and demand the best teachers obtainable, regardless of the desire to bestow personal favors and do acts of charity. This year 184 persons were granted certificates aggregating only 16 or lower. And as near as I can tell about 65 persons each hold a professional certificate, a permanent certificate, or a Normal diploma. So we see there are more than enough teachers of good grade to fill all the schools. I would, therefore, suggest to all school directors that as soon after the first of June as possible, they determine the length of next term, and the salary of the teachers they will employ, then pass such resolution in regard to the teacher's certificate as they think right. Such action will do more in one year to raise the standard of qualification than I can do in three. If they will elect teachers early, they will have an opportunity to choose from the best. Next spring examinations will begin in May, and be finished before July 1. This will give directors a chance to act on the above suggestion. Let our teachers strive to meet all conditions imposed by the most advanced school board, and let our watchword be progress all along the lines. A very interesting local Institute was held at Sligo. The programme was arranged by Prof. C. M. McNaughton, principal of the Sligo schools. County Institute was held at Clarion; 232 teachers were enrolled, all but eleven of the whole number. Some new departures were taken in Institute work, one of which was the reading of a Pestalozzi Primer. It was a success. Much of the time was given to local talent, with gratifying results. Prof. Isensee, of Pittsburg, conducted the music. Receipts, $787.15; expenditures, $771.33. The Institute was accounted by the teachers as good as any ever held here, and it had a larger enrollment of actual teachers than ever before.

CLINTON—Supt. Snyder: Our County Institute was very largely attended, limited only by the capacity of the court house. Directors' day found most of the districts represented, and considerable interest was manifested on their part as to how they can best advance the school interests.

CLEARFIELD—Supt. Youngman: The County Institute was well attended, 365

teachers being present. The Directors' Association held a meeting on Thursday which was interesting and profitable. But the great majority of the directors do not seem to feel the need of these meetings and discussions. The "hard times" affected the Institute in some degree, but on the whole it was a great success. The instructors were earnest men and did excellent work.

FAYETTE—Supt. Porter: The majority of school directors have complied with the law in regard to approaches to water-closets, but I am sorry to report negligence on the part of some Boards in this very important matter. Wherever I find the seven-foot tight fence unbuilt, I call the attention of the Board to the legal responsibility resting upon them. Where there is sufficient ground, I always recommend building two closets, on opposite corners of the lot.

FOREST—Supt. Kerr: Our County Institute was a great success this year. The attendance of teachers and spectators was larger than at any previous Institute I have held. I think the Institute, in all its features, grows in interest each year.

FULTON—Supt. Chestnut: Our County Institute was well attended by the general public as well as by the teachers, of whom all but two were present. The teachers did a great amount of the work. To my mind the work done by teachers is the most practical for our schools. The attendance of the directors at the Association was more than twice as large as at any similar meeting heretofore. A second meeting will be held on the third Tuesday of March. It will be composed of one or more delegates from each Board in the county. All pronounce the Institute a working success. Local institutes are held each week in one or other of the districts, and are of great practical value. Few of the schools give what they should for the cost. We hope to better this condition by imparting some enthusiasm to our teachers.

GREENE—Supt. Stewart: In illustrating the progress made by our schools, a citizen, at a recent local institute, said that thirty-five years ago, in that township, there were but six school-houses, and a blackboard was a thing unheard of. Now there are thirteen schools, with fairly good blackboards in all. It is to be noted that in the township referred to the population was almost as great thirty-five years ago as now, and the schools now are as large as they should be to be well taught.

INDIANA—Supt. Hammers: The County Institute, according to the unanimous verdict of teachers, press and people, was a decided success. Among the instructors were State Supt. N. C. Schaeffer, Dr. D. J. Waller, Dr. Albert E. Maltby, Supt. Jas. M. Coughlin, Prof. E. O. Excell and Prof. J. W. Van de Venter. Library Hall, the place of meeting, was crowded at every session; and on Thursday afternoon many failed to gain admission. It is estimated that nearly 1,800 persons were in attendance on the afternoon in question. The second annual session of the Directors' Association was held in the court house, on Wednesday of Institute week. This, too, was largely attended, and the exercises were very interesting. The Institute lecture course included the Boston Ideal Mandolin and Guitar Club, Will Carleton, Col. Geo. W. Bain, and the New York Stars.

JUNIATA—Supt. Marshall: Pursuant to arrangements made at the County Institute, a Local Institute was held at Thompsontown, December 29 and 30. During the month I visited the schools of Beale, Turbett, Milford and Walker townships. These schools have made marked progress since my first visit. I have also visited those of Port Royal and Patterson, the teachers of which are experienced and know how to teach. It has been my aim to spend a half day in each school, that I may note the kind of work done. I have tried to impress upon the pupils the two requisites—individual effort and thoroughness. New and suitable book-cases have been placed in the school-rooms of Beale township; also in two of the rooms of Milford township.

LAWRENCE—Supt. Watson: Our County Institute was one of the best, both in attendance and interest, ever held in the county. Dr. Schaeffer visited us on Friday, and talked to our teachers in the afternoon and lectured to a crowded house in the evening. Our schools are doing excellent work. We have eight new rooms open this year.

LEBANON—Supt. Snoke: I have visited all the schools once, and those of Cornwall, West Lebanon, Independent, North Cornwall, North Annville and Union districts the second time. Visiting the schools more than once enables the Superintendent to note their progress. I am glad to say that, with few exceptions, the schools twice visited have made perceptible progress. Up to date our attendance has not been better during the last five years. Successful institutes have been held during the month in Millcreek, Londonderry, Union, and South Lebanon, and the two Annville districts. There are yet a few teachers, who either do not believe in these gatherings, or are indifferent to the best interests of our schools. Let no teacher, unless he has a reasonable excuse, absent himself from the Local Institute.

LEHIGH—Supt. Rupp: During the month I held three Local Institutes—one at Centre Valley, one at Macungie, and one at Egypt. At Centre Valley and Macungie I was assisted by Dr. S. A. Baer, and at Egypt, by Prof. A. C. Rothermel and Dr. Little. They were all well attended except the one at Egypt, which happened to be held on a very disagreeable day. With a few exceptions the teachers manifest much interest in these meetings; some make themselves very prominent by their absence. They are usually

the ones that *ought* to derive the benefit of these Institutes. Free text-books have increased the attendance in some of the districts. Many of our young teachers have already made arrangements to take a course at a Normal School after the close of the present term. West Fountain Hill, formerly a part of Salisbury township, was recently, by a decree of Court, formed into a borough, making the twenty-fifth school district for Lehigh county. It will have to maintain at least four schools. A School Board has been elected and qualified, but the schools will remain under the control of the Salisbury directors to the end of the present school year.

LUZERNE—Supt. Harrison: Lehman has remodeled two of its houses, making them as good as new. I have found the attendance good in nearly all the districts. Preparations are being made to hold a number of Local Institutes in the near future.

MIFFLIN—Supt. Cooper: I have now visited all the schools in the county except two in Decatur, which were closed on account of sickness when I was in the township. Logan and Derry districts will hold their first Local Institute in January. I find that a number of our directors read *The Pennsylvania School Journal* with interest, and speak of its merits. I believe that a copy for every Director in the county would be public money well invested. *The Journal* contains the very things that we all need to know.

MONROE—Supt. Serfass: The annual Teachers' Institute was held in Stroudsburg. Of the 140 teachers employed, 134 were in attendance. The following were the instructors: Prof. E. L. Kemp, Prin. Geo. P. Bible, Ex-Supt. J. W. Paul, Mrs. H. E. Monroe, Dr. A. R. Horne, Deputy Supt. Houck, Revs. S. F. Laury and A. C. Wachter, Judge Storm, and Director Mirey; also six of the teachers occupied each one period on the programme. The instruction was sound and practical, the attention on the part of the teachers undivided, the popular interest marked, the general attendance beyond the capacity of the court house, the order perfect, and the Institute of '93 a success. I prepared and supplied the teachers with blank monthly reports. Those returned for the first month revealed the fact that in this county language, or elementary grammar, and history, have been and are too much neglected. I have been strongly urging the study of these branches, and later reports make a better showing. The cause of this neglect is mainly due to parental indifference. There are still some who think that the whole problem of man's education can be solved by the "three R's."

NORTHAMPTON—Supt. Hoch: Two Local Institutes were held during this month—one at Bath and one at Nazareth. The programmes were good and the discussions profitable. Owing to sickness among the children, the attendance was not very good in several districts; several schools had to be closed for a week or two.

NORTHUMBERLAND—Supt. Shipman: The County Institute was held this month. There were more teachers enrolled than at any previous meeting. We endeavored to make it a real Teachers' Institute, and in addition to the regular instructors, a number of our own teachers did valuable and acceptable work. For a part of each day the Institute did section work. This was the first attempt in this line in Northumberland county, and we believe that this method reaches the needs of the teachers better than any other. Wednesday was Directors' day, and nearly every district in the county was represented, some districts having every director present. Among the topics discussed were the following: "What changes to make in country school-houses to improve ventilation?" "Necessity of window shades or blinds and other features, with a view to beautify the room and render it home-like;" "Arbor Day, and what action shall we take to make the work uniform?" All the boroughs in the county having borough Superintendents were well represented in the Institute.

PERRY—Supt. Arnold: Our County Institute was quite successful, and created much enthusiasm among the teachers. Public interest was aroused and the sessions were well attended by visitors. Our instructors were: Dr. G. M. Philips, Dr. G. W. Hull, Miss Anna Buckbee, Prof. Geo. B. Hynson, Prof. W. W. Deatrick, Prof. C. J. Swift, Prof. Henry Busse and Prof. G. W. Wagenseller. Evening entertainments were: Dr. E. D. Warfield, "What's in a Name?" Dr. L. I. Handy, "The Road to Victory;" the New York Ideal Concert Company; Hon. R. G. Horr, "The Labor Problem." Thursday was Directors' day; about thirty-five directors were present. They were addressed by Drs. Hull and Philips, and addresses were also made by several of the directors. The teachers took an active part in the Institute. About thirty papers or discussions were prepared by the teachers. Local Institutes will be held during January and February at Ickesburg, Liverpool, Blain, Millerstown, Newport, Duncannon and Landisburg.

PIKE—Supt. Sawyer: Two lyceums have been organized in Westfall township, each with a fair membership. One is connected with the graded school in Matamoras, and the other with the Mill Rift school. They are doing good work.

SCHUYLKILL—Supt. Weiss: Our recent County Institute was very satisfactory in the interest and attendance of teachers, and in the character of work done by instructors. Seven hundred and one teachers were in attendance. The day instructors were Dr. N. C. Schaeffer, Hon. Henry Houck, Drs. G. B. Hancher, E. O. Lyte, G. M. Philips, A. R. Horne, Geo. W. Hull, Mrs. H. E. Monroe, Miss Carrie E. Myers, Profs. C. C.

Boyer and F. H. Green. Evening lectures by Hon. A. M. Hammers and Hon. W. H. J. Ham; musical entertainments by Miss Emma C. Thursby, New York Male Quartette and Franz Wilzeek Concert Company. Resolutions were adopted endorsing local institutes, approving free text-books, and urging upon the directors the policy of using the increased State appropriation in buying school apparatus, lengthening the school term, and increasing the teachers' salaries.

SNYDER—Supt. Bowersox: W. C. No. 515, P. O. S. A., of Middleburgh, raised flags on the Paxtonville and Moyer's school-houses. Prof. Herman and Prothonotary Schock made the presentation speeches, which were attentively listened to by a large and appreciative audience. The addresses of acceptance were made by the County Superintendent. The County Institute was a grand success in every particular. All the teachers were in attendance except three, one of whom was sick. Many districts are encouraging their teachers to hold evening lyceums; and I am glad to note that much interest is taken in these meetings by patrons, directors, and teachers. La grippe has caused much loss to our schools—a number of which had to be closed for want of pupils. It is gradually disappearing.

SOMERSET—Supt. Berkey: The County Institute was attended by all but six teachers, and by about seventy-five directors. So popular have our Institutes become that hundreds of people were unable to gain admittance to the hall because of the crowds. The best of order was maintained and much good, we think, was accomplished.

WARREN—Supt. Putnam: The Glade Directors have just completed an addition to their central school building. They now have ten rooms and an assembly hall. The building is heated and ventilated by the Smead system, aud is one of the best appointed in the county. The school has doubled in six years, and the work done is excellent. The County Institute was held at Warren. The attendance was very satisfactory. All but six teachers were present; of these all but two had satisfactory excuses. The exercises were calculated to aid teachers in the direction in which they need help. The lecturers and instructors were well liked, both by the teachers and the people of the town. The court house was crowded at each session, and the evening lectures were well attended. The value of these meetings seems to lie in their tendency to "wake up" sleepy teachers as well as to impart instruction. The directors' session was well attended and much interest was manifested. The new school laws were discussed, and the sentiment seemed to be to carry them out, in spirit as well as letter. More prospective teachers were enrolled than ever before.

YORK—Supt. Gardner: Our County Institute had an enrollment of 525 out of the 530 teachers in service. The instruction was practical as well as progressive, and we trust "good seed has been sown on good ground." One of the encouraging features of the Institute was the very large attendance of citizens at the day sessions. On Wednesday seventy-three directors met and organized by electing Hon. Harvey Haines, President, and Allen Seitz, Secretary. The session was a very interesting one. The questions that elicited the liveliest discussion were: "How and to what extent can country schools be graded?" "Proper use and care of free text-books and supplies?" "How to prevent the spread of contagious disease in our schools?" In the afternoon an able address was delivered by Deputy Supt. John Q. Stewart.

ASHLAND—Supt. Estler: New material was added to the school history of Ashland, November 30, Thanksgiving Day. The J. O. of A. M. raised a seventy-foot liberty pole near a new school building about being completed. After a parade, participated in by a large number of organizations, a handsome fifteen-foot flag was presented to the district in the name of Carpenter Council, J. O. of A. M. by the Hon. Chas. N. Brumm, and accepted for the school district by the Rev. Chas. N. Barnard, a member of the School Board. Our new four-room building was occupied January 2d. Dimensions of each room, 33x32 feet; windows on three sides; ceilings paneled; four-foot slate blackboards on all available space; water, towel-racks, umbrella stands, cloak closets, book and apparatus desks in each room; single and double furniture for the pupils. The building is heated and ventilated by the Fuller & Warren system. Cellars are cemented and contain Dr. Ross' sanitary closets. The building is a model of neatness, and cost complete $10,000.

BRADDOCK—Supt. Keefer: The attendance during the month was very good. During the week ending November 10, we had an attendance of 1003 out of an enrollment of 1044. We had 863 pupils that were neither absent nor tardy during the week. I think free text-books have greatly increased the enrollment.

CHESTER—Supt. Foster: Friday, December 22d, was donation day in all our schools. The children brought large supplies of provisions, which were turned over to the Union Benevolent Society of this city and distributed among the poor.

COLUMBIA—Supt. Hoffman: The Superintendent and 36 teachers attended the County Institute held in Lancaster. It is the unanimous opinion of our teachers that it was the most profitable session held for some years. Prof. Wm. B. Hall has been elected supervisor of vocal music in our schools.

CORRY — Supt. Colegrove: Appropriate exercises were held in the several buildings on the day preceding Thanksgiving, and offerings, consisting of groceries, provisions, clothing, etc., were brought by the pupils, aggregating several wagon loads, which

were turned over to the King's Daughters to be distributed among the deserving poor.

HAZLETON — Supt. Harman: The new High School building, recently dedicated, is modern in all its appointments. Smead-Wills system of heating and ventilation, single desks, electric bells and speaking tubes, gas and electric lights, light rooms, wide halls, auditorium with adjoining class-rooms, plenty of blackboard surface, commodious cloak-rooms and teachers' closets, directors' room and superintendent's office, fire-proof vault, library, store-room, etc. The entire basement is laid in solid cement and contains a large, well lighted room, that can be used for an industrial school, while the third story is now an immense playroom, but can be utilized for a gymnasium. The exterior is finished with pressed brick and Hummelstown brown-stone. The entire cost will be $50,000. Hazleton turned out en masse to the dedicatory exercises. On Thanksgiving Day the addresses of Dr. Buehrle and Mr. Troutman were full of the best educational thought and of congratulations to the progressive Board of Controllers who planned and executed such liberal things for our boys and girls. We have now most delightful, comfortable and convenient quarters for our High School, and we ought to do better work than ever before. The entire system feels the stimulus given to it by the completion and dedication of this handsome building, and the citizens are giving the heartiest encouragement to every effort that is being made for the advancement of the public schools of the city.

MAHANOY CITY.—Supt. Miller: Eleven evening schools are in operation in this district. The total enrollment has reached 504, the average attendance more than 400. Most of the teachers employed show excellent judgment in the management of their schools, and we have every reason to hope for good results from these schools. All pupils are supplied with books and other necessary materials.

HAZLE TWP., (*Luzerne Co.*)—Supt. Mulhall: A new two-room building was completed at Hazleton Mines this month. Our night schools are now in operation throughout the district. I am sorry I cannot add that they are in successful operation. They do not receive that support and encouragement which they deserve. Evening schools are expensive, both in the way of extra supplies of books and teachers' salaries, and it is but fair that this additional expense should be met by hearty co-operation on the part of those whom they are designed to benefit.

NEW CASTLE—Supt. Shearer: The teachers of the city petitioned the School Board that they be allowed to teach one week longer, and be excused from attending the County Institute at New Wilmington. The Board granted the petition. The City Superintendent informed the Board that he was not willing to have the teachers lose all the benefit to be derived from the Institute, and consequently would hold a Local City Institute on Wednesday, Thursday and Friday of the week before Christmas.

NEWPORT TWP., (*Luzerne Co.*)—Supt. Dewey: Three evening schools were opened in November, and so large was the attendance that it became necessary to increase the number of teachers. There are now seven of these schools in operation, with a good attendance. The average daily attendance has been considerably lowered on account of sickness.

SHAMOKIN — Supt. Harpel: Sickness among the children affected the attendance in our primary grades very much. The County Institute was held at Sunbury. Most of our teachers were in attendance. The programme was one of the best ever enjoyed by the teachers of this county. The division of the Institute into sections was a new feature, and proved very interesting and profitable. Supt. Shipman is to be congratulated upon the successful work of the week's convention.

TAMAQUA—Supt. Ditchburn: Our teachers all attended the County Institute. The exercises were interesting and instructive, and I believe they came away more determined than ever to do good work in the schoolroom. Our County Institute is improving every year.

WILLIAMSPORT—Supt. Transeau: It has been customary for years for our pupils to remember charitable institutions and the poor on the day preceding Thanksgiving Day. This year contributions were made by all the schools of the city to the Williamsport Hospital, Home for the Friendless, and the City Mission. The pupils of one building contributed more than forty dollars' worth of provisions in the form of groceries, vegetables, fruit, etc., besides four or five dollars in cash. At several of the buildings these donations amounted to two or three wagon loads, and it was a pleasure to see the joy and good-will depicted on the countenances of our boys and girls as they brought their gifts and laid them on the table or in the boxes. Many of our poor had reason to rejoice on account of the generosity of the pupils of our public schools. "It is more blessed to give than to receive." The event of the month was the annual Institute, held in the High School building. Our teachers attended all the sessions; the instruction was of a practical character, in that respect excelling, I believe, all the six preceding Institutes. It is a difficult matter in a city where so many different entertainments are going on, to get the people, or rather patrons of the schools, to attend the sessions of the Institute. On this account, the number of spectators was small. It is to be regretted that the public does not take more interest in the proceedings of these meetings, for very often the addresses and lectures are instructive to parents as well as to teachers.

TRY, TRY AGAIN.

FAVORITE SCHOOL SONG.

Lively.

1. 'Tis a les - son you should heed, Try, try a - gain; If at first you don't suc - ceed, Try, try a - gain; Then your cour - age shall ap - pear, For if you will per - se - vere, You will conquer, nev - er fear, Try, try a - gain.
2. Once or twice though you should fail, Try, try a - gain; If at last you would pre - vail, Try, try a - gain; If we strive 'tis no dis - grace, Though we may not win the race; What should you do in that case? Try, try a - gain.
3. If you find your task is hard, Try, try a - gain; Time will bring you your re - ward, Try, try a - gain; All that oth - er folks can do, Why, with pa - tience, may not you? On - ly keep this rule in view, Try, try a - gain.

LITTLE THINGS.

KINDERGARTEN.

1. Lit - tle drops of wa - ter, Lit - tle grains of sand, Make the might - y O - cean And the beauteous land, And the beau - teous land.
2. And the lit - tle mo - ments, Humble though they be, Make the might - y a - ges Of e - ter - ni - ty, Of e - ter - - ni - - ty.

rit.

3. So our little errors,
Lead the soul away
From the paths of virtue,
Oft in sin to stray.

4. Little deeds of kindness,
Little words of love,
Make our earth an Eden
Like the Heaven above.

5. Little seeds of mercy,
Sown by youthful hands,
Grow to bless the nations
Far in heathen lands.

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CITY AND BOROUGH SUPERINTENDENTS' CONVENTION.

REPORT OF PROCEEDINGS OF ALTOONA MEETING.

'HE Association of City and Borough Superintendents of Pennsylvania held eir Annual Convention for 1894 at Al-ona, opening at 10 a. m., January 25th, Library Hall, with a fair attendance. The President, Supt. L. O. FOOSE, of arrisburg, called the Convention to der, and Supt. D. S. KEITH, of Altoona, ade the following

ADDRESS OF WELCOME.

The meeting of this Association recalls e history of its organization—how we first et with the county officers in one general dy, and how as time passed it was felt at the special wants of city and borough ools required a special consideration that uld only be secured by separate organiza-n. This being at length effected, has ven promise of usefulness in its earlier sions, and we are therefore the more glad welcome you to Altoona to-day, that we ay discuss questions referring to our par-ular wants, and devise plans to meet em.

Nearly all of you have been here before, d know something of our city and its ef industry, the Pennsylvania Railroad ops. The summer resort feature is not ailable just now; but there is skating at Park for those who enjoy that amuse-nt.

But I wish particularly to welcome you to public schools, which are all in session. u will not find them perfect; they have ir good points, we hope, and their de-ts, we know, and hope to learn here how help them. Our town is comparatively young, and all our buildings have been erected since 1870 of substantial brick. We began with two-story buildings, then went up to three-story, and now the movement seems to be downward to the two-story plan. The increase of population has been so rapid that we have difficulty in erecting buildings fast enough to accommodate the school population; but we hope soon to provide comfortably for all. We hope you will visit our schools and judge for yourselves, and we assure you of a hearty welcome.

I am glad to see so full and strong a programme. When it has been thoroughly discussed, our ideas compared and assimilated, an educational power will be developed that will be felt all over the State.

Supt. Jas. M. COUGHLIN, of Wilkes-Barre, on behalf of the Association, made the following

RESPONSE.

We fully appreciate the kindly welcome we have received. We Superintendents are a busy class, and when we break away for a day or two from our home work, even to attend a working body like this, it seems like a rest; as the train flies along, we unbend like the Indian's bow, and by the time our destination is reached are ready for duty. We specially appreciate this visit to the Mountain City, for as we look upon its marvelous growth and the great power behind it, the spirit of these closing years of the nineteenth century rolls in upon us in mighty waves. As to the skating offered, I usually combine with that the study of astronomy, and perhaps I had better not experiment on that away from home; but

we shall all enjoy visiting the schools, and expect to profit by the visit, as we know them by reputation.

But we will not only have a rest—we expect to reap profit from the work on this programme. Those who attend these annual meetings find them profitable as well as enjoyable, and our numbers ought to be greater. In the rush of modern life, changes are so rapid that we hardly can keep ourselves adjusted to them; and in school affairs, efficiency is coming to depend more and more upon careful and conscientious supervision. Hence we as a class especially need all the light we can get from each other's observation and experience, to fairly meet our responsibility. Expecting such light from the work of these two days, I again thank my Altoona brother for the warm welcome, and the Association for the opportunity of briefly responding to it.

The CHAIR stated that, as heretofore, all Principals of Normal Schools and High Schools would be welcome to the privilege of the floor.

The Secretary being unable to be present, Supt. E. MACKEY, of Butler, was appointed to that office.

The roll of City, Borough and Township Superintendents was called; a full record of those present during the sessions appears at the close of this report.

President FOOSE, after thanking the body for the expression of confidence in choosing him to preside, and asking indulgence while the officers endeavored to secure the comfort and convenience of each and the welfare of the body at large, proceeded to read his Inaugural Address:

SOME URGENT NEEDS.

I have nothing new to offer to-day. I shall take the liberty, however, of calling attention, in a fragmentary way, to a few things about which you have all thought and read —things which very closely interest us as Superintendents, and very seriously affect our teachers, pupils, and schools.

There is little if anything new in our line of work. We deal with minds very similar to those that have engaged the attention of educators from all time, and with principles and truths, as the essentials of knowledge, that are old as the hills: but our work is to take in the situation as we find it, and to so adapt these, the one to the other, so far as possible under all the modifying influences and conditions of custom, law, society, and civilization, as to secure the best results at the least expense in labor, time and money. We will succeed best when we can best suit, apportion and modify the things to be taught to the most favorable condition and environments of those to be educated, so as to secure physical, intellectual and moral power as well as the attainment of useful knowledge. Our task is by no means an easy one, and very often when we attempt to brush away the dust of time, or the traditions of ages, we find ourselves hedged in by difficulties, and our purposes thwarted by a conservatism which makes radical changes impossible; but the conditions in most localities are changing, and these changes bring new demands and requirements, the old order of things is gradually giving way to something better, and we are compelled, if we would succeed, to rise above what we now are, and to the extent of our ability and opportunities, to lift up our teachers, our schools and our communities with us. This is the state of affairs that now confronts us in many respects in most localities, and we are expected to make the best of it.

The situation in our cities and boroughs is such now as it has never been before. The possibilities for broader and more efficient work, I am glad to say, have never been so great, and the outlook for the future has never been so encouraging as now, though most of us still find much to hinder progress and dampen enthusiasm.

A section in the Constitution of the State says the General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools wherein all the children of this Commonwealth above the age of six years may be educated, and shall appropriate at least one million dollars each year for that purpose.

The General Assembly has done its part of this work well. Instead of a million dollars it has appropriated annually over five millions, and has given us free textbooks besides. And the question naturally arises, Are the schools *thorough* and *efficient* as required by the Constitution?

It is generally conceded that in many respects they are not thorough and efficient, and that they are not doing all that ought to be expected of them. It would not be a difficult task to give reasons why this is so, but I shall confine my remarks to the first question, Wherein are they not so?

In looking for shortcomings I take little account of much that is said and written against the schools and their management by the so-called experts and hypercritics of to-day. Whilst they are mostly sweeping in their accusations, and delight in tearing down without telling how to reconstruct again, they are often found, nevertheless, to be blessings in disguise, for they awaken thought and inquiry, and prepare the way for true reform and reconstruction, and are to be welcomed rather than suppressed, though they do sometimes sadly confound things and misrepresent persons.

I will allude to a few of the things that demand our immediate attention, and will suggest, very briefly, lines of thought and action which may perhaps lead to definite and practical results. Some of the urgent needs of the times are:

strengthening of the schools in our l boroughs.

schools are a growth. When the began to take shape and form, most children were educated in private especially the older ones. After a igh schools were established and l studies taught. It was only in ears, however, that the schools in our cities and boroughs have been tically graded, and that a fixed f studies has been put into use. ent modifications of these have s what prevails to-day. Up to this attempt has been made to secure g like uniformity in these courses of the schools of cities and boroughs out the State. Each community t up a course of its own, without ard to that of other places, and s often without much regard to the needs of its own children. In aces one set of studies has been specialty at the expense of, and the exclusion of, others of equal nce; in other places a different set of as been unduly pressed. This has re- uch to the detriment of the children e gone from one place to another. ve nearly always been compelled to er rank in the schools they entered y had maintained in those they left, of these irregularities which need ssarily exist. These have been the of loss of time, and the cause of un- le vexation and annoyance. There for thorough inquiry and investiga- this subject of our courses of study teresting lines. What shall we dis- What shall we appropriate? How secure better results without bur- teachers and pupils? These are the questions that we shall have to y soon.

rial education, too, comes to us now any phases that we must certainly o incorporate some of these into our nd then it is doubtless possible, enrich our courses with other sub- t will be worth more to our pupils nd than some things over which spend much time and effort.

te report of the Superintendent of nstruction, Dr. N. C. Schaeffer, has ragraph bearing on the subject— hools are subject to the law of his- levelopment. As the world's life and advances, they must change ance. Things that are merits in e, become defects in the next. can be no doubt,' says Phillips 'that many studies have beeu in- l legitimately, for reasons which nporary, and then have remained sts haunting our schools, long after ing necessity had died away.' It is of wisdom to view, with single eye, ts that should be abolished in order gress may be made."

We need to know more of our High Schools in the State, more of what they attempt, and more of what they accomplish, more of their organization and administration, of their cost and equipments for their work, more of what their work is and how it is done. We need to know how they best fit their young people for the practical duties of life, how they best serve their own communities, and how they best meet the expectations of the colleges which look to them for supplies. This is necessary in order that we may do the best for our own pupils. This information has been a subject of personal inquiry on the part of many for some years past, and I am glad to see that it is now coming to the front.

A late member of *The Pennsylvania School Journal* contains an article by Prof. Lewis R. Harley, at the suggestion of the Superintendent of Public Instruction, which contains much valuable information, and which I trust from inquiries now being made, is to be followed by an authentic report from the Department of Public Instruction. The same official in his last annual report says,

"The high school course in Pennsylvania is like the letter x in algebra—an unknown quantity, whose value must, in each case, be found in order to be known. Some cities and boroughs strive, with commendable zeal, to realize the true ideal of a high school, viz: A fitting school for those who wish to enter a higher institution, and a finishing school for those who must begin the struggle for bread. Some high schools neglect preparatory studies, but aim to teach branches which are better taught in the colleges, by reason of superior equipment and endowed professorships; and, at the end of a three or four years' course, their graduates are mortified to find that they cannot enter a respectable college anywhere. Other high schools have courses that were evidently arranged by persons not familiar with all grades of school work. Occasionally, one finds a curriculum so ill fitting and illogical, that it must have been shaped to meet the limited qualifications of some ambitious teacher, whose friends needed a pretext to give him the salary of a high school principal. At no distant day, a conference of representatives of our best colleges and secondary schools should agree upon a minimum high school curriculum, leaving room, of course. for local needs and future development. The Legislature could then follow the example of other states in setttng apart a share of the annual appropriation for the purpose of fostering and strengthening the high schools which come up to the proposed standard."

This work of readjusting and reconstructing the courses of studies for our schools, whether for the lower grades or the high schools, where found necessary, and if need be, of reorganizing the schools themselves, belongs very largely to the superintendents who supervise and direct the work of the

schools, most of whom I know have already given the matter attention and thought. In order that something tangible be done, I would suggest the propriety of appointing a committee to prepare a course of study for the cities and boroughs of the State, to be reported for consideration at our next meeting. If thought best, two courses could be prepared, the one for cities with a population of 30,000 and upwards, excluding the large cities, and the other a modification of this course for cities and boroughs with a less population. This will doubtless meet with opposition, and may not do very much towards bettering the present condition of affairs; but it will be a step in the right direction, and may ultimately lead to something better.

II. *The strengthening of the teaching force in cities and boroughs.*

The old saying, "As is the teacher so is the school," within certain limitations, is as true to-day as it ever was. To have good schools we must have good teachers, is conceded by all, though unfortunately it is sadly overlooked or ignored in many instances when vacancies are to be filled. To have strong teachers only such should be appointed.

1. How can we get the best teachers? To secure this eud some means must be devised which will be found to be feasible and practicable in the different sections of the State. Each city and borough has its own method of filling vacancies and electing new teachers, and must necessarily be a law unto itself on this subject; but it is altogether possible for a superintendent who has the confidence of his Board, with the aid of some of its leading and influential members, to devise some method of procedure which will seem to be just to all parties concerned, and at the same time secure good teachers for the schools. Even though only partial success be attained, it will be better than if nothing had been attempted. In some places vacancies are filled only by those who have attained the highest standing in a competitive examination; in others, only by those who have made special preparation or have had successful experience elsewhere; and in others again, by those whose certificates at the ordinary examination are best. Many Boards can be educated to take higher ground from year to year, and when a good rule on this subject has been secured it will not be difficult to retain it under ordinary circumstances.

2. How can we keep those strong that are already in the schools? In many cities and boroughs for years past, before much stress was laid on qualifications, teachers often with very limited preparation found their way into the schools and having mastered the details of the daily routine, now drift along from year to year, some becoming better, others worse. Owing to the length of term, generous salary, and a fixed tenure of office in these schools, but comparatively few drop out or look for employment elsewhere. A condition of this kind naturally begets a feeling of security and ease, and furnishes but few incentives for personal improvement, especially to those who have not previously drunk more or less deeply at the fountains of knowledge, and are not alive to the importance of their work and the demands of the age in which they live. In many instances those who have gone into the schools more recently are in the minority, and can do but little to overcome the routine which prevails, and which unfortunately it is difficult to avoid in closely-graded schools. So difficult is it to do this in many instances that even those well trained drop into the rut after a few fruitless efforts, and give up the contest. This tendency has its origin in the fact that it is easier to secure uniform results through mechanical teaching than to secure the necessary uniformity through methods which are vitalized by the personal power and animating spirit of the wide-awake teacher.

Crystallization is the bane of the grades. Scores and hundreds of our teachers after a few years of energetic work, with but faint hope of rising in the grades, or of securing much if any additional compensation for their best efforts, naturally transfer their intense interest and affection to something outside of their schools that will better fill their hearts, and thus become less ardent, and at last toil through their task with only a drudging diligence. When that time comes, we can indeed but pity those who in passive submission turn to the same weary grind month after month and year after year.

We must find ways to enable our teachers to escape this kind of work, and if they are already at its mercy, to break away from it. Their individuality must be asserted, their personal power must be felt, even at the risk of breaking over the lines of close gradation. How can this be done? We must not dictate plans and methods to them, but must enable them to work these out for themselves, assisted by our suggestions. We must attempt measures which will lift them up and make them feel that they are important factors in this great work of education.

To do this we must awaken enthusiasm and encourage investigation. Let us take them into our confidence in devising plans and expedients for carrying on their work, and make them feel that they are the directing power rather than we in matters of detail; and while we attempt to lift them up to our standpoint of view and action, we must at the same time endeavor to get near enough to them and their work to breathe into it a newness of life and a freshness that will be felt. This will beget inspiration, effort, purpose; and while all will not be affected alike, nor all lifted out of the rut, yet it will inspire confidence, patience, growth, efficiency, and we shall have "first the blade, then the ear," and finally "the full corn in the ear."

The following will be helpful in this work:

1. Investigations by grades or groups of teachers of methods, principles and subjects which enter into the work of the schools.
2. Reading and study along the same lines.
3. Comparisons of the how and the why along the same lines.
4. Utilizing the knowledge and skill of those strong in any line of work for the help of others.
5. Social, literary and musical recreation.
6. Arrangement for the observation of school work, either at home or abroad, by some system of visitation.

III. *A reliable relief or benefit association for the teachers of our cities and boroughs.*

There is a demand for some safe means of making provision for the declining years of those who teach in our schools. After years of faithful work many are left, incapacitated for any other kind of employment, without sufficient means to support themselves. This matter needs no argument or apology. In the large cities institutions of this kind exist, but I am not aware that their advantages can be made available to those who live in other portions of the State. I would suggest that this matter be referred to a committee to report at the next annual meeting.

Some of the subjects touched upon in this paper come up for discussion during the sessions of this convention. I allude to them here because I feel their great importance at this time. I trust that what I have said will not in any way interfere with their full and free discussion, but on the contrary will only the more add to its zest.

Supt. R. K. Buehrle, Lancaster: I agree with most of the paper, and will add a word upon the last item—the provision for relief of superannuated teachers. It is often a difficult question, what to do in cases whose usefulness has ceased and their future is unprovided for. Philadelphia has a plan, and the subject is every way worthy of consideration. In order that information may be collected and some practicable plan devised, it would be well to have a committee to report on the subject at a future session. All of us, no doubt, have some experience in this direction. I know of a case where a lady over 70 years of age was retained in service under such circumstances, when a change was greatly needed. It is plain that the dead would be more easily buried if a decent coffin were provided, and their places filled with living men and women. Sometimes directors are at a loss what to do, and retain the superannuated teacher from year to year in the hope that the Lord may remove her. If the proposed provision be made, that difficulty will be removed. In such cases, the superintendent whose conscience constrains him to try to create a vacancy is placed in a most unpleasant position, and is certain to be harshly criticised; this plan would minimize the unpleasantness, since there would then be a "visible means of support." In Germany it is obligatory upon officials and workingmen to lay by a certain sum every year to provide for support in old age. Some of our American railways have adopted similar rules. It looks like sound business. I move the appointment of a committee of five to investigate this matter, and report to the next annual meeting.

The motion was agreed to, and the committee subsequently announced, consisting of Supts. Buehrle, Transeau, Rupert, Keith, and Hotchkiss.

Supt. Keith: We need authoritative definition of what shall constitute a minimum course for high schools in boroughs and smaller cities. In many such places the principal has charge not only of the high school, but of all the rest; the course of study adopted may be fairly good, but the graduates are sent out with such imperfect preparation that they cannot get a certificate in an ordinary teachers' examination. Such results are not creditable to the high school, and such schools should not be recognized. A fixed minimum course would either exclude them or bring them up to the standard.

Supt. D. A. Harman, Hazleton: This matter will come up more properly at a later stage of the programme, and it may be well to refer it to a committee after discussion of the papers on the subject which are to be read. One of the first questions to be settled is the place of the high school, which is to be treated by Dr. Jeffers. We should formulate no action until we have heard him and Supt. Robb, and discussed their papers.

Supt. Coughlin: I would like to know more about the studies which are to be regarded as "ghosts." I confess I do not see what can be eliminated from the present course. There may be parts of certain branches that we may profitably omit, but what to dispense with bodily is not so plain.

Prof. Geo. L. Maris, Philadelphia: Is it conceded that there are such "ghosts," fragmentary or otherwise?—and if so, where shall we look for them? Perhaps in arithmetic, where we still see "beer measure" and are told how many gallons make a barrel—the fact being, as we all know, that no two modern barrels are

alike. Possibly some of the "ghosts" wander about in geography also.

Dr. Buehrle: We have omitted beer measure, apothecaries' and Troy weights, and other strictly technical matter, which we think does not make for general education. We also called a halt on the unreasonable time formerly given to parsing, retaining sufficient for logical and linguistic training, and dispensing with the rest. We have not eliminated anything from the geography—do not think we have too much of that, and are confirmed in that opinion by the fact that in the Old World more attention is being given to it. We may say that our geographical text-books are not up to the times; indeed, the publishers should be ashamed of them, for every railroad gives us better maps than theirs. I cannot find one book that I can conscientiously recommend. Some have print that requires a magnifying glass to read, which is not fit for children's use. We need good apparatus, that we may do better work with the same or less effort. I do not know of anything more we can dispense with. About every five years there is a fever for knocking out something; when it comes along, a good plan is to lay your course before the board or committee and ask them to suggest omissions—they will not usually find any. This restlessness often comes of people not knowing what is really being done in the schools. If the people of Philadelphia realized that 20,000 of their children cannot go to school for want of accommodations, something would be done. It is a fact that classes are there kept back an additional year in the grammar grade because there is no room in the high or normal school for them.

President Foose: I would like to ask how you do when you come to examples in arithmetic where the omitted tables are needed to solve them?

Supt. Buehrle: Omit those examples. We regard the text-book as a tool, to be used when we want it, and as we want it. The whole thing should be omitted from the books, but the publishers will give us the old thing until we refuse to take what we do not want. The book men think that is "business"—and so it is, for them—and until the community can see further, the school men will have to put up with it. It is high time that Superintendents and teachers and parents freely criticise antiquated text-books and demand improvement.

Supt. W. W. Rupert, Pottstown: I know of a house that has been engaged upon a geography for several years, and hope it will be a good one. There is room for a good one, certainly. We have found geographical readers a good help in teaching geography.

Supt. W. H. Hockenberry, Chambersburg: It seems that Dr. Buehrle thinks Troy and apothecaries' weights are among the "ghosts" to be laid. I am not ready for that; I use them both for information and as means of drill. If everybody's "ghost" is exorcised, we may not have much left. We find the mason or carpenter wants his child taught the calculations of his trade—why not the apothecary? We are expected to meet all wants, and to be fair, we must cut all out or put all in. I am not prepared to adapt my course to meet the objections of the President of Harvard, or Phillips Brooks, or Dr. Rice, or anybody else. We want something for drill, and the old tables are not obsolete.

NEXT MEETING AND OFFICERS.

Supt. Harman moved that the place of next meeting be fixed and officers elected just before adjourment of to-morrow morning's session.

Supt. Buehrle: I think it was agreed last year that in the legislative year we would meet at Harrisburg.

Supt. Harman: I think no action was taken, though that suggestion was made, and is a good one. I will modify the motion, that we meet next year at Harrisburg, and the officers be elected at the time specified.

The amended motion was agreed to.

NO HONORARY TITLES.

Supt. Buehrle: By way of good example, suppose we try to rectify the abuse of titles, so far as this body is concerned. I think the use of our official title of Superintendent or Principal, as the case may be, is good sense and good taste.

Supt. Coughlin: I think the suggestion is a good one, though it makes little difference what men are called—especially if they do not come, no matter what we call them. [Laughter.]

Supt. Buehrle: I care nothing about it for myself: but I think the official title is best.

Supt. Hockenberry: I beg *Superintendent* Buehrle's pardon, and will try not to "doctor" him any more. [Laughter.]

Adjourned to 2 p. m.

THURSDAY AFTERNOON.

ON calling to order, the first exercise was the reading of a paper by Supt. J. I. ROBB, of Lower Merion township, Montgomery county, on

THE RELATION OF HIGH AND NORMAL SCHOOLS.

Much good has resulted from the free discussions over relations of high schools and colleges. It is the hope of the speaker that this paper may call forth expressions that will benefit both high and normal schools.

The relation of high and normal schools has always seemed close, because a large number of high school teachers in Pennsylvania are normal graduates. Pupils from any grade in our public schools have been welcomed in the Normals, and put to work some place in their broad course. This relation has been so pleasant that we have had little cause to investigate it and subject it to the same close criticism as its relations to the colleges. The colleges in the past seemed not to care anything for the patronage of high school graduates, and said the pupils must come up to their standards or stay out. The normal schools always welcomed our graduates. All our public school system is in sympathy with the normal schools, because we must look to them for many of our teachers.

The work done in the high and normal schools has had no logical relation. There existed in many high school courses gaps between the high school and Freshman class work in colleges; the colleges have shown themselves willing to do the larger part of the work in bridging over this gap, and are offering many inducements for our boys and girls to enter their doors.

I know some will answer that it is not the province of the normal school to teach the subjects of study as they are taught in the high school. I agree that it should not be done in the same way, but the fact confronts us that it is not done much better in many of our normal schools. If the work in algebra, geometry, Latin, physics, botany, etc., can be taught so much better in normal schools, let us have a course in our high schools to prepare for normal schools, as we have for college, and thus save the pupil's time. I do not believe that the work is always done better, even though the pupils' minds are more mature.

Many high schools have very well-prepared and very thorough teachers, who have devoted years of study to the subjects they have to teach, and whose pupils the college presidents tell us are very well prepared for college work. Pupils from these schools frequently go to normal schools, and are examined in subjects they have not studied since leaving the grammar school, and perhaps are not up in the art of passing examinations, and fail to get a high average, and are classed low.

They are perhaps compelled to study subjects under recent graduates of the elementary course. The pupils soon feel that they do not have the experienced teachers of the high schools. It is true, they are given plenty of work to do; indeed, the inexperienced teacher is the one most likely to overwork his pupils. He knows they should accomplish a certain amount of work, and so they have to work for his inexperienced teaching. It is not surprising that pupils are dissatisfied when they find the normal schools not giving any better training than they enjoyed free. They forget as much as they can after examinations are over, and go out to teach and study up the subjects in such a way that they can present them to a restless class of boys and girls in an interesting manner.

It is not the province of this paper to criticise the normal schools, but they need many changes, or they will decline in their usefulness. Their course of study suits the pupils from the ungraded country schools, and to them it is a very great benefit, as the speaker can testify; but I am sure I would never have enjoyed the course had I studied the same subjects in a good high school.

The colleges are offering many inducements to high school graduates to get them to enter college. Our normal schools cease to attract the best students who are ready to enter college. The superintendents are anxious to have their bright boys and girls enter college. What superintendent could recommend them to go to a normal school if they had the means to go to college, even though they wanted to teach? They would be justified in going to the school that opened up the widest field for their work. The superintendent does not want to see them spending two or three years reviewing their high school work. He is always glad to have it published that certain pupils entered college, while he says almost nothing about the ones that entered the normal schools. If the normal schools cannot attract the best pupils, then we must be in a large measure deprived of their service as teachers. The normal schools must have the best pupils if they wish to rank high as schools. A teacher will raise or lower his standards just as his class is weak or strong.

The normal schools cannot at present compete with the endowed schools and colleges where the tuition alone amounts to from $150 to $300 per year.

My attention was called to the fact that colleges are more closely related to the high schools than are the normal schools, when one out of a class entered Haverford College, and is doing creditable work, and three entered the third class of a normal school. The one is allowed to proceed with his studies in the Languages, Mathematics and Sciences with men trained in the Universities of Germany and the United States; the others must put in a large part of the three

years in reviewing studies with some very well trained teachers and others with no training or experience, except the elementary course of the normal school. There is certainly more training in the three years of college work than in normal. If the one should desire to teach he will have been taught how to investigate and study original problems, so that he could review the grade work he might have to teach just as easily as the normal graduate. Some will answer that the normal schools give great culture from studying subjects very thoroughly. I grant that this is so if the teacher has a great mind; but if I can get as much culture from studying the higher branches, I prefer that, because as a teacher a large part of my time is taken up with the subjects I teach, and I get little time for the higher branches.

Since the college graduate, under proper regulations, can obtain a certificate of the highest grade, the normal schools are brought more into competition with the endowed college. The day should come when the normal schools are endowed institutions, but until that time they should charge more tuition so as to offer better advantages.

When the common school system was introduced into Pennsylvania, it had very great opposition in many sections, and had to be dealt with carefully by the State Department. The idea of local management has always been a leading one in this State, perhaps because the schools were first supported entirely by local taxes, and it is right that the ones paying for the schools should say what kind of schools they would support, and vary the facilities to suit the supposed needs of the communities. As the State appropriation to the schools increases, the State could properly assume more control over the schools. It might be well if the money were appropriated for special purposes, and a certain amount were appropriated directly to support high schools, and the Department were given power to decide what constituted a high school, and also were given some means of ascertaining whether the so-called high schools had teachers prepared to do the work, and also sufficient apparatus, reference books, etc., to do the work in a manner satisfactory to the State. If the work done now is satisfactory to the colleges, the work done under the more favorable circumstances would certainly be much more acceptable to them, and fewer high school graduates would enter the normals, if they continue to discount high school work. Under the above plan credit should be given for the work done in every school under the control of the Department of Education.

The relation of the high and the normal schools in Philadelphia, and indeed in nearly all large cities, is a great improvement on our State system. After three years' high school work those desiring to teach are required to take two years in the training school, with an advanced course of study.

While it is impossible to make the high and normal schools as closely related in the State as they are in a system of city schools, yet, I think, much might be accomplished.

I know that there are some here who will say that there are no institutions except the normal schools which make provision for giving intending teachers a *proper professional* knowledge of the subject they intend to teach. I believe that, and also that one needs a thorough knowledge of the branches required to be taught. I believe also in the right *kind* of mental training. The normal schools should certainly give this, but much of the work is similar to high school work, and not better. I do not want any one here to think that I would not study the common school branches in a normal. I know you can take Geography for a major study in the German Universities, and courses in American History are offered in many of our American Colleges. While pupils are studying the method of teaching the common school branches they would get the most profitable reviews. They must show a greater knowledge of a subject to prepare the matter for lessons than to recite to a teacher.

The sciences have come into our primary and grammar schools to stay. No course of study is complete without some science work. Teachers must be taught methods of teaching the different sciences, and the original work they should be required to do in investigating and verifying would be the most profitable review.

The departments in the normal schools should have many volumes of reference books, and pupils should be taught how to use them. If such books as Parker's "How to Teach Geography" or King's "Methods and Aids in Geography" were put into the hands of normal classes, they would in a few days realize what it is possible to do in this subject, and would be ready to sympathize with the boys and girls who are tired studying the same book three or four years. They would be shown how to use their knowledge of botany, zoölogy, mineralogy, and other branches. They would also learn something of the bibliography of the subject.

There has been a revival in the study of United States history during the last few years. An educator says that the State normal schools are under special obligations to give their pupils thorough instruction in United States history. As nearly as I can learn from graduates of five normal schools, the methods of studying history are not as thorough as many Superintendents require in the grammar grades. The same text-books are used, and I understand very little work is done outside the text-book. Their theories are all right as far as topical work is concerned, but the practice is to recite what the text-book says. I found that grammar school pupils could do much more work

in history than we attempted in the normal school. If grammar school pupils have been taught to use Bancroft's, Hildreth's, McMaster's, or any standard work in history, and can tell you where to look for certain subjects, they will not relish history from one text-book. I could show the same effect on pupils who had been taught Latin and the sciences. Why should a pupil who is well grounded in Latin grammar, and has read much more Latin than is required in the normal course, be made to go into classes with beginners?

As I have already shown you, the normal schools do not appeal to the bright boys and girls who have graduated from good high schools. A strong, bright grammar school pupil can easily graduate from a normal in three years. If he takes three or four years to graduate from his home high school, it will still require one or two years to graduate from a normal school. A pupil soon learns that he can gain two or three years by leaving the high school. Parents know this and send their children away without going to the high school. Thus we see the normal schools as well as private schools are a direct drain on the high schools. If the normal schools required certain conditions for entrance to the normal department, and then gave two years training similar to that given in the Philadelphia Normal, we would have some definite end to work for in preparing our pupils for the normal schools. The normal schools could run preparatory departments for the pupils who do not have the advantages of high school training; but the State has no more right to support normal schools for college preparatory, commercial and general courses in academic work, than to appropriate money to support high schools, seminaries or academies.

Let us come to some conclusion about the amount of work the high schools should do in preparing pupils for the normal schools. If the requirements are made definite and uniform, the high schools will do this work faithfully.

Principal Eckels, of Shippensburg Normal school, said that it must be kept in mind that the Pennsylvania idea is a complete system of schools reaching from the lowest grade to the higher institutions. The present question is difficult to discuss because the high school course is an unknown quantity—so variable that one cannot place it. One high school gives only the common branches, another reaches up into the college course. So the first thing needed is to define what is meant by a high school, and a minimum requirement would simplify matters. So much being settled, the relation of the high school to other institutions might be better determined. Its relation to the normal school should be as close as the original purpose of the high school will permit—no closer than to the college. The high school adapts itself to the wants of those pupils who intend going to college, as closely as its general purpose permits—just so much should it do for those who intend going to normal schools. It follows that the relation should be closer than it now is. The standing of the high school graduates who come to us is as variable as are their courses of study—some have thorough knowledge of the branches studied, others would scarcely do credit to the intermediate grade, but all bring "diplomas." Part of this trouble can be remedied by high schools insisting upon through work in the lower grades; if a pupil must spend a year or two in high school upon work that ought to have been done below, there will be corresponding deficiency carried over to the higher institution. Everywhere, in college, normal and professional school, the work of higher education is crippled by imperfect preparation. Again, greater attention should be given to the study of the arts in the public schools. Those who come to us with fair knowlege of vocal music, drawing, elocution, are exceptions. This may not be the fault of the high schools—I do not say where the fault lies—but it is important work, and the student will need this knowledge wherever he goes. The Germans recognize this, and we cannot compare with them in this art training. More attention to language and literature in high schools would be profitable, whether pupils attend college or normal school, or not. What do algebra and geometry do for the formation of character? But literature has the very closest relation to both character and taste. These things are needed to prepare pupils to get the full benefit of the normal school, and to bring us together; and they are needed for their own value to everybody. We make no claim on the high school for *special* work to prepare for normal school, nor should the college. We think it is not the province of the high school to prepare teachers. Many school boards employ graduates fresh from high school to teach in the lower grades. Now we ought to have learned by this time that there is a science and art of teaching, in which training is required as for any other profession, and that such training can be best given in institutions designed for that purpose. The question of the

need of special training may be regarded as settled for educators; and we believe it is no more the business of high schools to prepare for teaching than for medicine or theology. If it be true that the normal school has a just claim on the high school, it is equally true that the high school has claims on the normal. We do not deny that there are defects in normal school work—perhaps more and greater than in the high school—but the mutual claim should be recognized. When a standard has been fixed for high school work, the normal should accept it. Our sixteen weeks' course in some subjects can be but a review to see whether they know what they have done, and if these are included in the high school work, the normal should recognize their diploma. This would save time and expense, and the pupil could go on to the normal work proper. The normal schools should indoctrinate their pupils that the normal course is not the acme of intellectual achievement, but only the foundation on which they can and must build if they would take high position. They should not be taught to expect that a normal diploma fits them to be good high school teachers. The diploma should carry evidence of passing the course prescribed, and nothing more. Only persons of acknowledged scholarship should have charge of departments in normal schools. Of course when professorships are to be given, there is great pressure from our own graduates, and they think it strange we should go outside for help; but a stream rises no higher than its source, and it is not safe to employ as head of a department one whose course of study ranges no farther than what he is to teach. It is all right to use home talent so far as its qualifications meet the demand; but those at the head should know vastly more than they are required to teach, since from them must flow inspiration and impulse to higher work.

Supt. Coughlin: We should remember that the high school is a step in the series, like any other step; there is the same connection, (and no more break, between grammar and high school) as between any other two grades. But by the time he enters high school, the pupil has reached the development where he looks about him to choose his work in life; and it seems as though the school work should now be brought definitely to bear upon his future needs—should become to greater or less extent technical. This, to the pupil himself, is a most important relation; and it will and does modify our courses of study. With reference to the normal school, we should consider how many will take up teaching as a profession. But we must remember also the many who go no farther than high school, and not draw other relations too close at their expense. We must so adapt the general course, which is best for all, as to make the transition to higher institutions as easy as possible. Until the colleges are part of the State system we cannot regulate that relation, and it may not be possible to make it definite; but experience proves that a successful general course can be operated so that graduates can enter almost any college with little or no further preparation. But since the State maintains both high and normal school, that relation is within reach, and certainly should be so adjusted that both do not do the same work, which is waste of time and money. The courses should not overlap. Yet to-day the State is asked for money to enable the normal schools to erect buildings to do preparatory work that should be done in the public schools, and is done, or professed to be done, in the high schools. It would be wiser and more economical to put the State money into high schools, town and country, and train the pupils at home up to the point where the normal course proper should begin. As matters stand, there are places where a pupil can go to a normal school and get a diploma in two years, who would have to spend three years to graduate from his own high school. This question comes home to us as superintendents and as individuals: How shall we advise parents who consult us, or even our own daughters? We already have all we can do to keep our pupils in the high school, doing its legitimate work; and this competition will increase the difficulty. We want to draw a line between the work of the two institutions, and give each its proper place. Let the high school be required to bring up the pupil to the entrance standard of the normal, and the normal take up the work at that point. The criticism of the Normal Principal upon the high school graduates is to be taken with considerable allowance; it is not fair to judge the schools by the few who come to him, and besides, even those who do not make a high standard are at least better prepared after going

through high school than when they are drawn away by these same normal schools a year or two earlier. We should limit the work of each institution, fix a proper entrance standard, make the high school come up to its conditions, and when the pupils thus bring the proper acquirements, confine the normal to its proper business of teaching them how to impart knowledge. At the very least, State aid should be withheld until the pupil has reached a minimum qualification for entrance on a professional course. Without such provision, the pupils will be drained away from the high schools more and earlier. I agree with the previous speaker on the importance of English studies; but if we were to insist on what any of us would call a good knowledge of these subjects, there would be fewer graduates from high schools and fewer pupils entering the normals. I think it is true that the average student will be better prepared for the world by taking the course, or the major part of it, in even a middling high school, than (without this) to be drilled up to the very highest point of perfection in the rudiments of education; and I am not sure he would not make a better teacher. However that may be, there can be no doubt that the State should *not* pay two classes of institutions for doing the same kind of work, and that students should not be required to put double time upon the same work.

Supt. Hotchkiss: The fault may be in myself, but I cannot see any relation between high and normal schools. Their purpose is different, and the only connection is that normal graduates come to teach some of our schools, and a few of our graduates go to them, as they do to other professional schools—all alike branches, as it were, of a great university. If the conditions were such that only college or high school graduates could be employed, we might find it necessary to establish definite relations; but as it stands, even a college graduate, if he go to a normal school, must take the course in common branches for instruction in teaching. This whole discussion might better have been deferred until we had heard the paper on "The Place of the High School," where it more properly belongs.

Supt. Cyrus Boger, Lebanon: It seems the system of education in Pennsylvania is still in a chaotic state. We are told by the gentleman that the high school course is x, and some of us are equally convinced that the "professional" course of the normal school may properly be called y; and with these two unknown quantities, and no data sufficient to work them out, we have trouble in adjusting relations. The normal school is not yet in its true position. Until it gets there no definite relation is possible and the present parallel work will go on. Meanwhile the high school can and does lead up to the college, while the normal school cannot very well do so, and in fact does not. The normal school is doing some of the work belonging to x—a good deal of it sometimes—and pretending it is y. [Laughter.] The true position and province of the normal school is not settled. I agree with the Normal Principal that the public school system should be a connected chain; it is so, up to the high school. The question is, What next? Can it be the normal school?—a technical professional education? The question answers itself. What then but the college? This leaves to the normal school its legitimate sphere of pedagogics—and it only remains to see that the high schools below do their work properly, and send up graduates properly prepared for the technical course. It is repeatedly thrust at us (and with some truth, doubtless) that our high school graduates who go up to normal schools are not thoroughly prepared, and the normal's work on the common branches is better. Why? Because one province of the high school is to prepare for college—and in what are our pupils examined for entrance there? Not English, or bookkeeping, or history, but Latin and Greek, and geometry and algebra—and if these are satisfactory, the colleges will admit a boy who cannot spell. It is not surprising that the common branches receive less than their full share of attention.

Supt. Buehrle: This is partly a question of terms. There was a controversy whether Luther attended a high school, since it was called *hoheschule*, or a university. In Massachusetts the early law required every town of a certain population to maintain a "grammar school" that should prepare pupils for the University—that would be far above the high school as we have it to-day. Just so the term "free school" leads to confusion when the reader does not know the historical sense of the term. What is a high school? Our State Superintendent is now collecting information which will tell us what we have; and when we know

that, we will be in better shape to decide what a normal school (in the true sense of that word) ought to be. Pennsylvania has made several attempts to foster higher education. In 1838 aid was given to schools which taught Latin and certain mathematics—this started many local academies, some of which were directly founded by the State. When the normal schools came along, they met some opposition on the ground that they would smother these academies and seminaries; and such has been the case. The State paid part of the expense of going to normal school, and the pupils went where it was cheaper. There was a relation of mortal hostility. In some places the same cause has prevented the establishment of high schools; where a normal school is in easy reach, such effort is less likely to be made, and sometimes normal schools actively discourage the effort when made. To this extent, so far as their preparatory work is concerned, the normal schools are hostile to higher education; since an advanced school at home could benefit a much larger number of children, besides the uplifting effect of all higher work—every teacher knows the value of even a single advanced pupil in stimulating and inspiring those below. Of course I do not mean that this result is intentional, or that the normal schools were created with any such purpose—it is an incident of the situation, but a fact all the same. I feel no hesitation in saying to those who are working for township high schools, that they will be successful just in proportion as the preparatory work done in normal schools is minimized.

Principal Waller, of the Indiana Normal School: I have had some trouble following the drift of the discussion, so far as the criticism of normal schools is concerned. First we are condemned for requiring pupils to spend time in going over work already creditably done at home; then for taking away those who should have stayed at home and pursued their course—which is it? Here we require too much—there too little. As a matter of fact, in my experience in normal work, I never knew a student to be required to spend time or work on subjects in which he was ready for examination—and if the examination found him prepared, we encouraged him to drop that study and spend his time on others. I think that is the uniform practice.

Principal Eckels: We do that at our school; but I have reason to think that some normal schools give room for such criticism.

Principal Waller: I have no personal knowledge of it anywhere. Now, this body represents the flower, perhaps the fruitage, of our common school system—a class of high schools, most of them good, many admirable. The normal schools were not created to meet the wants of graduates of such schools, but to supply teachers with some training for the ungraded schools—the great body of schools in the State. Even yet we have supplied but a fraction of the 25,000 places. Did not the founders do right in legislating for the great body, and ought we not to be patient in adjusting to the wants of the few high school graduates? If we are to discuss this question profitably, the original design of the normal school must be kept in mind: we are not set up especially either to train high school graduates or to prepare high school teachers. Supt. Coughlin considers it an unwarrantable waste of public money that high and normal school courses shall cover the same ground, and thinks normal schools should receive only those who bring acquirements equivalent to a given minimum high school course. Now, if all the young people of the commonwealth could have at home the opportunity of taking such a minimum course, coming to the normal only for a professional course in addition, then his proposition would be all right; but since we all know no such advantages exist, and since the object of establishing the normal schools was to provide such opportunity for our boys and girls who are to become the teachers of our children, and since these schools are in fact giving their pupils a knowledge they cannot get at home and also the beginnings at least of professional training, it seems scarcely just to criticise them for doing what they were made to do. I do not suppose it is intended to argue that the country children should be first required to come into city or borough for the elements, and afterwards go to normal school for the professional course. How many would do that?—and surely we have few enough now preparing for teaching. It will not be denied that the profession of teaching has been benefited by the work of the normal schools; and it may be admitted on their side that there is a weak point in the seducing of pupils away from good home schools, and sending them out to

teach, before they reach the standard of general knowledge they would have done by following their high school course to graduation. But granting that, what then? At most this class will be small, and even these get more or less equivalent for their loss in the professional preparation, limited as it may be. Is it a loss, even to those who drop out of high school early, and get into teaching by this "short cut?" If we were to consider only such schools as are represented by this body, here would be an evil to be remedied; but if we take into account the best interest of all, the question is one of a minor difficulty to be adjusted by correlation. Even as it stands, it is not an unmixed evil, if the State is getting the intended benefit from the normal schools. We ought to consider how best to help high school graduates prepare for teaching, and how to prepare teachers for high schools; and at this point the normal schools are in no antagonism with the colleges; they never pretended to do college work, but they do claim to lay a good, broad foundation—broader than ordinary—for a college course. We try to get men of enlarged training for professors, and to hold them; but are at pecuniary disadvantage, and the towns call them away and make them superintendents and principals. [Laughter.] The phenomenal growth of the high school in later years raises a question that we must meet; they must have teachers, and those teachers should have normal training; but in meeting that question let us remember that it is a new one, not contemplated in the original design. Thirteen normal schools were included in the original plan—twelve more than would be required to train all the high school teachers for years to come—and the interests of the great majority must not be lost sight of, nor the greater attention given them too sharply criticised.

Prof. Eckels: About the academies giving pupils a chance to study "within the shadow of their own homes," as some said, and the normal schools smothering them, as we are told here, I may say that hearing such a complaint from Perry county, I took the trouble to look up the matter, and found they had just eight students in all of the normal schools. The truth is that the high schools crushed out the academies, by doing their work better. The aim of the normal school is to encourage pupils to get all the education they can before they come to us. I think it is not proven that there is no relation between the high schools and the normal schools.

Prof. A. J. Stewart (Hollidaysburg): In a locality where of an aggregate of 215 schools only 55 can give pupils access to a high school course, what is to be done for the others?

Prof. Maris: Though not now engaged in public school work, three years in the superintendency and nine as a normal principal entitle me to an opinion. I am a thorough believer in the public schools; my sympathy is with them, for all I am I owe to them. The trouble complained of does not stop at competition of normal with high schools, but they compete for pupils with the little rural district school as well. The superintendent of one of our best counties tells me "the country schools grade lower and lower every year"—and why? Because the parents are flooded with letters from one of these normal schools with "return card" for names of possible pupils, and thus the better class of pupils are drawn away, the public schools suffer, and their average is lowered. There should be some reasonable standard of admission to these schools—set it as low as you may, it will be an improvement on those who do not even require knowledge of the multiplication table. [Laughter.] I am told of a school where one of five children in the upper grade was thus enticed away, and the others became discouraged and left. If the State spends its money in keeping up both public schools and normal schools, and lets one thus cut the throat of the other, it is time we point out the wrong and demand the remedy. The normal school standard should be such that no one could enter there who had not exhausted all ordinary home facilities. Personally I have nothing at stake in this matter—we have every pupil we can possibly accommodate—but this is a weak place that will call loudly for strengthening, and very soon.

Supt. Mackey: We are told that in some normal schools the strongest men in the faculty hold chairs of academic instruction. If so, why? It ought not to be so, surely, in a professional school.

The discussion closed here, and the next subject on the programme was taken up, namely, "The Best Results to be Derived from Teachers' Monthly Grade Meetings."

BEST RESULTS FROM TEACHERS' MONTHLY GRADE MEETINGS.

Supt. S. H. DEAN (Mount Carmel): We have a small town, and what helps us may not suit other places, but this is what we aim to do in our grade meetings —First, to build up the young teachers, to give the beginners the benefit of others' experience; that result we get. Then we try to strengthen weak teachers, those who have not had the opportunities of doing or observing advanced work in particular lines; we get that also. Sometimes we use the grade meeting to check those teachers who think they know more than anybody else, trying to make them see themselves through other folks' spectacles; we get that done sometimes. We use them also to enthuse certain teachers who seem to be working only for the salary, and often they learn to sympathize with others, and evince a different spirit. We compare notes and exchange what we think are good points; one is more successful on one line, another on another, and by bringing their work before all together, we become stronger all along the line. Thus we have had a teacher who was particularly successful in language and object lessons present that work to the grade meeting, and most of those present were helped. So in arithmetic, we had a class of pupils brought in, and methods demonstrated by actual teaching. Occasionally a grade meeting is held in some teacher's room, the work of the day being left on the blackboard, or a class of pupils detained and given a lesson in our presence. All these plans have done us good which is perceptible in after work. The grade meeting may be used to wear off the corners of those who have too many; a teacher who at first knows more than anybody you ever saw, after a few experiences under fire of questions knows much less, to their advantage and ours. We think a well conducted grade meeting helps to create a better atmosphere, so to speak. Besides, the Superintendent has here an opportunity to deal impersonally but systematically with difficulties he has noted in the different rooms. With our shifting mining population, it is necessary to keep each grade a unit, and these meetings help us to keep in touch; this is one of the most important results. We hold meetings once in two weeks until Christmas—now once a month, alternating with the teachers' monthly meeting. Work is assigned from time to time—sometimes a book to be read, though we think our educational work is too much tinged with book often, and we try to get the best results of our own thinking, by having papers prepared and discussing them. Perhaps the most benefit is derived by the one who prepares the paper. Where we see a weakness, we have that teacher appointed to look up that particular point: try that, and you will be surprised at the improvement —sometimes it works quite a revolution in the work of the reader and of others.

Supt. W. W. Rupert (Pottstown): We hold monthly meetings. Last year, finding our work somewhat weak in geography, reading, literature, because pupils and teachers had too little knowledge of the facts of nature, we started some work on that line, the teachers took it up and carried it forward, and it has done us good. We began by having the attention of the children called to the common birds and flowers; many knew none of them, few more than two or three. So with the stars—few knew even the most striking constellations, many not even the north star. It is not so now. Teachers and pupils have done observation work that is both interesting and profitable. When we had made a start, blanks were prepared to record the results of flower study, and the necessity of description sharpened the observation to a surprising degree. So we asked the teachers to note the moon's path, comparing month after month, questioning the pupils whether it rises at the same point; the sun's path, summer and winter; the rising and setting of the stars—you will find even some teachers are not sure whether stars rise and set at all; to ask whether any have seen an eclipse of the moon in day time, and so on. If you will start such work, it will go on, and wisely directed will help on many lines, and will certainly wake up the sleepy ones. We also derived benefit from an exercise on expression in reading —a five-minute essay, announced two or three weeks in advance, brought out a lively discussion. This year we continue the preparing of papers, and compare the plants as we find them with those of last year. I may say that with one exception all our teachers did this work well, and I have a few papers here, if any one wishes to examine them, from children in their fourth school year. This year we are doing some work in American literature.

By the way, any of you who take this up will find there is some confusion as to who *are* American writers in many teachers' minds. We had an exercise on our historians, then on Bryant, next on Hawthorne. We have grade meetings too, but as there are but 35 schools, much of the work proper to them can be done by frequent visitation. Sometimes we have methods illustrated by bringing a class before the teachers. We hold our meetings in the evening, from 7 to 9 o'clock, but never on Saturday—I believe in giving teachers a clear day of rest.

Supt. D. A. Harman (Hazleton): These meetings (we call them our city institute) are my greatest help. All the distinctively progressive work we have done, has had its inception there. We have met twice a month for twelve years; now on alternate Saturday mornings from 9 to 12. In the early days we felt that the line of work most needed was that bearing directly upon the theory and practice of teaching. We had some psychology, and methods illustrated with classes of children. In those early years we were in session all day Saturday—9 to 12, and 2 to 4; there were 22 days in the school month, and the directors paid for the time; since the law was changed we have the forenoon session only. Later we introduced music, drawing, number work, penmanship, and had everything thoroughly understood in the institute before new plans were tried in the schools. We give special attention to helping new teachers. We read books on professional methods—this year we have Baldwin's Psychology applied to Pedagogy. We find the institute to be an uplifting power, giving teachers a higher conception of their work. The frequency of meeting has not resulted in indifference: every meeting gives teachers better ideals, models, or methods of government; we realize more and more that we are dealing with human souls, and go back better fitted for the work. I set up a high ideal for the institute, as I expect the teachers to do for the school. The literary side, already brought out by the previous speakers, is also delightful and profitable; we do not neglect it; but I hold it secondary to the inspiring of teachers with faith, love, enthusiasm in their work.

Supt. Addison Jones (West Chester): This discussion has been profitable to me; some of what is described we have been doing—some is new. Our grade meetings are held at irregular times; the small number of schools enables us to do more in visitation. In our meetings we hold up work that is well done for imitation, rather than directly correct errors. Our meetings cover two hours, 9:30 to 11:30; we have one major subject, and a variety of minor topics. We make the work as practical as possible. Finding that our pupils did not do well on arithmetic problems outside of those given in the book, we looked that up, compared notes, and soon got better work. In grammar we agreed to throw out the technical work, except in the two grades immediately below the high school; we find we have better results from daily exercises in composition. We found that our pupils did not spell as well as they should—they learn best in different ways, some by sight, some by repeating to themselves—we are looking into that, and improvement is being made; we do not expect to make all good spellers, but the average is better. One of the minor topics that is growing to a major is "child study"—trying to find out not only what the child knows, but how his mind works. A few months of such study decreases the trouble with stubborn and sullen pupils. We could not well do without our monthly or grade meetings, though our small number brings teacher and superintendent together by frequent visitation.

Supt. L. E. McGinnes (Steelton): I think prominence should be given to the professional element in these meetings. Many teachers seem to think if they once read a single book on psychology, no more should be expected. We looked about for a thin book for our use, and have been working at Macgregor's "Principles of Education." We meet every two weeks during the year. The last six weeks we have given some time to the "products of education;" the next six we take up "taste in education." We are thinking, investigating. Four or five leading questions are proposed for each meeting, to indicate lines of thought. Every alternate Monday evening we have a public meeting of our literary institute; before the anniversaries of our living writers we have written to them, and several have answered with their own hand. This plan has been operated for ten years. We have a good public school library, open to the town, where you can find all the works of leading authors. All

this is doing our town good, and is appreciated—no other meetings are held on institute night.

Supt. J. M. Reed (Beaver Falls): Besides these regular meetings, I find it useful to have a meeting of teachers a few days before the term opens, to warm up for work. We then begin with more life and enthusiasm.

Supt. Rupert: I omitted to mention the library feature. We would not know how to get our literary work done but for our high school library of 2,200 volumes.

Supt. Mackey: We have 38 teachers, and meet regularly for one hour's session. Attendance is not required, but we have no trouble about that. Our work is similar to what has been described. After the meeting we have another hour's work of a special class.

At this point adjourned to 8 p. m.

THURSDAY EVENING.

IN the absence of the first gentleman on the programme, Supt. R. K. BUEHRLE read the following paper on

SOME NEEDED LEGISLATION.

To expect that what shall be proposed in this paper will be unanimously adopted would be to attribute too great a share of wisdom to the proposer and to those who would adopt; and to decline to present what one thinks because forsooth it may not be approved, would be to misapprehend the function of this convention. It is right, however, that the legislation which shall be proposed shall be accompanied with reasons which render such legislation desirable or necessary, and if, in stating these reasons, institutions must be subject to criticism, it should be remembered that all progress, in institutions as well as elsewhere, is a result of discontent and dissatisfaction with what is.

The subject assigned to me implies inadequacy in the existing laws, which of course means that some educational work is imperfectly done because the legal machinery is defective. It is well, however, right here to be on one's guard lest that delinquency which is inherent in men be attributed to deficiency in law.

Compulsory Education.—Two successive legislatures have been wrestling with the question of compulsory education, but so far the results have not been very satisfactory. It is true, laws are now found on our statute books providing for the minimum time which each child of suitable age shall attend school in cities and towns, but comparatively nothing has as yet been done in this direction in rural districts, and even in cities no machinery is provided to secure the enforcement of the laws, and an increase in the attendance at school. The reasons are not far to seek. As long as cities are unwilling to tax themselves to secure sufficient schools for the children entitled by law to common school privileges, they will make no efforts to bring more pupils to school. Moreover, the spirit of freedom is inimical to all compulsion, even though the object aimed at be commendable. But I have no doubt an important reason for the non-enforcement is found in the fact that the laws made are rather prohibitory of employment than obligatory of school. It is indeed unfortunate that education has been so largely identified with an acquaintance with schools and books which are by no means the exclusive educational means. There have been educated men who did not attend schools, and virtuous, useful and upright citizens who could not read. I am inclined to think that work, steady employment, is a blessing and not a curse; that it, too, is an educative means of no little power and importance, provided always that it be adapted in quality and in quantity to the growing child or youth. The very success of manual training and industrial schools is a proof of this, and a protest against the continuous pressure brought upon the nervous, to the uttter neglect of the muscular system.

But assuming as we well may that there are many children in the commonwealth whose scholastic and intellectual training is utterly neglected, who should unquestionably receive mental training, who are not in school, and whose parents or guardians for various unjustifiable reasons do not send them there, the first step toward legislation, if that is to be intelligent, is to ascertain how many such children are growing up in the state. To do this, a census of persons between 6 and 21 years of age should be taken once every three years in each school district, by the schools directors or controllers thereof and under the supervision and direction of the State Department of Public Instruction, which census should form a constituent portion of the annual report for that year, and its omission whether from neglect or otherwise should work forfeiture of state appropriation until complied with. Such a census should reveal not only who are not in school, but why they are not, and consequently whether the cause of absence can be removed, and what remedial measures must be employed. Until such facts as a properly taken census would reveal are known and considered, no just and efficient compulsory education act can be formulated or passed. Moreover, were such a census taken and the facts generally known, the public conscience would most likely be aroused to such an extent as to obviate the necessity of resorting to compulsion, for the results should be embodied in the minutes of each school district, as well as in the annual report; and few districts, in our state would look with indifference on a

large number of youths growing up without education.

District Libraries.—Pennsylvania is perhaps the only State in the Union in which the school authorities are by law prohibited from purchasing books for school libraries out of the funds of the district. This prohibition should be repealed, and it should be made the duty of the State Department to publish annually a list of books from which selections for such libraries may be made by the School Boards who desire to do so. Such lists should be accompanied with the names of the publishers and the prices, to prevent imposition and dishonesty.

The Increased State Appropriation.—The increased State appropriation has in many cases not brought the results expected by the friends of education, and will not, unless made dependent on responsive action by the school boards. Probably the least objectionable method of bringing this about would be to limit the amount of State appropriation to each district to one-third of that raised by taxation in the respective districts. This would directly make for longer terms and better salaries—the two most important objects now to be accomplished.

School Architecture.—Both Dr. Wickersham and Dr. Higbee recommended to the legislature that a work on school architecture be prepared and published under the direction of the Department of Public Instruction for free distribution to the school boards of the State. The Legislature has not heeded this request, and is not likely to do anything in this line in the near future. There can scarcely be a doubt, however, that a law requiring the plan of every new schoolhouse to be submitted to the respective superintendents for approval before the contract is made, and providing that in case he does not approve, the reasons for such non-approval be recorded on the minutes of the board whenever it determines to proceed with the erection, notwithstanding his non-approval, would go far towards calling a superior class of school buildings into existence. Such a law would secure greater attention to details with which school boards are often not familiar. It would subject the plan to the intelligent and responsible criticism of an educational expert, who may fairly be supposed to be thoroughly acquainted with the wants to be met, and it would nevertheless allow the utmost freedom to the board, coupled with an extra degree of responsibility by requiring the reasons for the superintendent's non-approval to be entered on the minutes.

Teachers' Certificates.—As regards the certificating of teachers, the time has probably arrived when the whole subject should be entered upon *de novo*. The law should limit the time during which a teacher may teach, as the holder of a provisional certificate merely, to four years. At the expiration of this time the holder should have made the necessary progress in his literary qualifications to entitle him to receive a professional certificate, or if he has not, such failure should be considered conclusive evidence of his unfitness to pursue the calling permanently with advantage to the educational interests involved.

A similar course should be pursued as regards the professional certificates. These are now limited as regards their validity without renewal, but only one renewal should be legal, after which the standard for the permanent certificate should be required, or no renewal; and this standard should be the same as that required to pass the junior examination at the state normal school. Indeed, all permanent certificates hereafter issued should be granted only after examination by the State Board of Examiners, and should be good in the normal school district where issued.

Such a law would elevate the literary standard all over the state; it would stimulate teachers to study, and afford superintendents the necessary support when they put forth efforts to raise the standard of scholastic attainment of those employed in the schools under their jurisdiction. The different certificates would gradually attain to something like a uniform standard all over the state, and teachers would not begin to die professionally as early as they now do. Moreover, as it is generally conceded that knowledge like matter attracts in proportion to quantity, great acquisitions made early in life would continue to stimulate to additional study later on.

It is now thirty-seven years since the Normal School Act was passed, and it is but reasonable to assume that educational affairs to-day differ sufficiently from what they were then, to demand changes in the law governing these semi-state institutions.

In the first place these schools should be subject to the official visitation and inspection of the county and city superintendents of their respective districts, and these officers should be required to make an annual report of such visitation to the Department of Public Instruction, including such suggestions as they deem proper and calculated to promote their efficiency. Surely the men under whose supervision the students of these institutions teach, and who must examine into and certify to their literary and professional qualifications, might justly be supposed to be competent to point out ways and means of still further improving the instruction and training there given.

Corresponding to this it should be made the duty of the principal to visit public schools in his district for at least two weeks in each year, for the purpose of observation, and also to make a report thereof to the State Department.

Tuition should be made absolutely free, the State simply increasing the annual appropriation sufficiently for this purpose; and no pupil should be admitted under sixteen years of age, and no one who shall not sign

a written declaration that he or she intends to teach in the schools of the state. It would naturally follow that the preparatory departments should be abolished, and the schools be made so strictly professional that no one not preparing to teach could afford to attend them. The scientific aud classical courses should be abolished, and a special one year's course in professional or rather pedagogic work only should be established for the admission of college graduates desiring to prepare themselves for an educational careers.

This last change would render a far better return to the State than the establishment of chairs of pedagogy in the colleges and universities, while it would tend to elevate the normal schools by giving them students of liberal culture pursuing a strictly professional course. Moreover, these students would be placed in an atmosphere instinct with professional enthusiasm, and at an incomparable advantage as far as regards the apparatus for laboratory work.

City Training Schools.—But the normal schools, whose number has now reached the legal limit, cannot supply a sufficient number of trained teachers to take charge of the schools of the Commonwealth. In the Second district the class of 1893 numbered 82 and the number of teachers who ceased to teach in one of the three counties constituting the district (Lancaster) was 150, of whom 50 taught elsewhere and 100 ceased absolutely. Assuming the same conditions of things in the other two counties, the whole number who absolutely left the profession last year was 234, as over against 82 who graduated. Moreover this is the oldest and probably, on the whole, the most flourishing institution of its kind in the State, and these counties contain a very conservative population, whose teachers are therefore likely to remain longer in the work than those of other parts of the state. We do therefore not err when we assert that were the thirteen normal schools filled to their utmost capacity, they could not supply a sufficient number of trained teachers.

Several cities having realized this, have sought to supply the want by establishing training schools of their own—notably Pittsburg, Reading and Harrisburg—while others have established normal classes, often under the care of and instructed by the superintendent; and the State Department has so far recognized this as to require the number of such students to be reported every month. County superintendents also have established summer normal schools to such an extent as to provoke sufficient opposition to bring about the passage of a law prohibiting them from doing such work.

In view of these facts, the time has surely come when legislative encouragement and State aid should be given to cities which desire to establish training schools. Cities containing a population of 30,000 might at least be granted an extra appropriation of $1000 on condition that they establish a training school for teachers, while cities of 60,000 might receive $2000, and so on for those of larger population. The course of study and training, indeed the whole establishment, might be subject to the approval of the State Department as now provided in the normal school act, and a form of certificate granted by the State Department to those who have completed the course and can produce proper evidence of competency to teach and govern a school. This would be simple justice to the cities, which now pay more toward the State appropriation than they receive, and for whose supervision the State pays nothing, while it pays the whole cost in the rural districts.

But the most important of all is the fact that a city school system affords the best possible field for the establishment of a training school. Here are found the best teachers, whose work can be made a practical object lesson of the most impressive kind, and whose schools can be made schools of observation. The successive grades would offer work in gradation far beyond what is possible in the best so-called model schools, and the fact that the person in training has passed through these successive grades as a pupil would give her an excellent insight into and an acquaintance with the work to be performed, the difficulties to be met and overcome, as well as the means at her command.

The discussion was continued by Supt. H. S. WERTZ, of Blair county, who read the following paper, having special reference to legislation designed to correct the

UNEQUAL DISTRIBUTION OF STATE AID.

My remarks will be based on a subject which is not merely of local interest, but of general concern to the State. We believe that our view of the subject under discussion, if considered by fair and unprejudiced minds, will meet with general approval. We applaud, and with just cause, our free school system. Not only Pennsylvania, but the nation, admires the liberality of the State for its munificent gift of five and a half million dollars for the support of our schools, a gift which we scarcely hoped as many years ago as our appropriation now numbers millions.

But is this gift measuring up to our expectations in the general advancement of education? Our answer must be, emphatically, No. Not because the appropriation is inadequate to raise our schools to the standard of excellence we should expect, but because of its inequitable distribution. It is bostowed upon some districts with a lavish hand, while in the more needy districts its allotment is stinted and inadequate. The wealthy and more populous districts of the State have been enabled by State aid to lengthen school terms, advance teachers' salaries and increase all the facilities for the progress of the schools, without increasing,

in some instances decreasing, the rate of taxation, which we should rejoice to see were it not done to the detriment of the poorer districts.

The condition of our schools is very much like that of our country at the present time. Our storehouses are ready to burst because of their fullness. And while the wealthy and more fortunate have plenty and to spare, the poor are suffering for the necessaries of life, because somebody has blundered. So many of our school districts are favored with all the advantages of well-regulated schools, afforded not only by their pampered condition but by an undue apportionment of the State funds.

To substantiate our statement, we shall offer statistics gleaned from the late report of the Superintendent of Public Instruction. Beginning with the counties alphabetically, we first notice a few of the districts in Allegheny, the wealthiest and most populous county in the State, Philadelphia alone excepted.

In Allegheny City the State appropriation per school (school meaning per teacher) for the year ending June, 1893, was $284.53; The school term was 10 months; number of mills levied for school purposes, 2; average salary of males per month $143.50, and of females $56.71. The appropriation received by Pittsburg per school was $280.07. The school term was 10 months; tax rate not given; total amount of tax levied $586,-043.21; total appropriation received $192,968.66. The average salary of males was $150, and of females $55. The appropriation received by Wilmerding, in the same county was $63.60 per school; school term, 9½ months; tax levied for school purposes, 5 mills; average salary of males per month $90; and of females $44.

The appropriation per school 10r Summit Hill, Carbon county war $238; school term 9 months; mills levied for school purposes, 13; average salary of males $65, and of females $40. In Lower Towamensing, Carbon county, appropriation per school was $143.38; school term 6 months; mills levied for school purposes, 13; average salary for males and females was $33.33.

The appropriation received by Cambridge boro, Crawford county, per school was $168.72; school term 8 months; tax levied for school purposes 6 mills; average salary males $100, females $35. Beaver district in same county received $91.96 per school from the State; school term 6 months; tax levied for school purposes 2½ mills; average salary of males $17, and of females $20.39.

In Highland, Elk county, the appropriation per school was $65.37; school term 7¾ months; tax levied for school purposes 7½ mills; average salary paid, $33.40. The appropriation received by Lathrop district, Susquehanna county, was $71.18 per school; school term 8 months, and 8 mills were levied for school purposes; average salary $13.66.

Have we not cause to blush when it is known that there are districts in our State in which the salaries paid teachers are but $13 and $17? Would it not be wisdom to ask for legislation authorizing the Superintendent of Public Instruction to withhold the State aid from districts receiving $70 or more per school, where the average salary per month for the minimum school term is less than $25? Until some measure is passed to inc ease the efficiency of the public schools in such districts, they will be more likely to remain a reproach to our school system than a credit.

The appropriation received by Altoona per school was $204.40. The average salary of males was $75.44 and of females $38.77. The largest appropriation paid to any one school in Blair county was $362.78; tax levied for school purposes 1½ mills; school term 8 months, and teacher's salary $40 per month. The appropriation received by Juniata township, Blair county, was $60.33 per school; length of school term, 6 months; tax levied for school purposes, 7 mills; average salary, $28 per month. In the last two districts referred to, the former has one school numbering 55 pupils, and receives more appropriation than the latter having six schools in which there are 157 pupils. It is true these 157 pupils might be placed in three schools were it not for the sparseness of the population, which necessitates six schools to make them accessible for the pupils and to meet the requirements of the law.

Do these comparisons indicate justice and equity in the distribution of the school funds of the State? Reason and conscience say No! These children and school patrons who are deprived of their just portion of this aid, which would afford them better schools, say No! The paternal design of the State to help the poorer districts says No! Shall we, as honorable citizens of this great Commonwealth, cognizant of this injustice, seal our mouths and lock the secret of this wrong within our breasts, rather than disclose it and appeal to the next Legislature for such distribution of this appropriation as shall accord with the purpose of the State to bestow it equally upon the rich and the poor? If any difference be made, it should rather be in favor of the poorer districts, because the wealthier and more populous districts have ample means for the support of good schools, without resorting to burdensome taxation. Again, there is no necessity for small schools in such districts—every school may have its complement of pupils without requiring them to go an unreasonable distance, which is not true of the sparsely-peopled districts. No one will deny that the education of the children in outlying districts is just as important as the education of those more favorably located for educational advantages. These children have not only brawn and good morals, but brain power as well, which, if properly developed, will make of them a class of men and women

upon whom the State can depend for patriotic support.

But how shall the State appropriation be apportioned to make its distribution equitable? We believe a method of apportionment similar to the one now in use in New York State would prove more satisfactory than our present plan. If an allotment of $100 were made to each public school in the State, and the remainder, which would approximate two million dollars, apportioned according to the present plan, it would afford a fair distribution of the school funds and raise our schools to a standard of greater excellence than probably any other enactment within the province of our Legislature. A general advance of teachers' salaries could then be made in rural districts without burdensome taxation, which would insure better teaching talent and consequently better results in school work. We may not have suggested the best plan for the distribution of the appropriation, but we believe it better than that now in force. It behooves us as friends of popular education to ask for prompt and intelligent legislation on this subject, and thereby insure an equitable distribution of the funds appropriated for school purposes.

Supt. Buehrle: In reference to the paper just read, it is well to remember that in comparisons involving the tax levy it is not safe to rely upon the number of mills alone. One system of valuation may make the tax heavier at six mills than another at twelve. The average attendance and the aggregate of money raised, is a better basis. Comparison of wages should also take into account that where salaries are high living is proportionately high, and the State cannot equalize the conditions. In some places the schools are very small, more buildings have been erected than are needed, perhaps that particular directors may have a school conveniently near home; this matter could be remedied in the districts themselves.

Supt. Keith: I may instance the two cities of Lancaster and Altoona. As things now are, it requires a higher rate to raise the same amount of money in Altoona than in Lancaster. If property were correctly valued, Lancaster would be far above Altoona. There is no standard of valuation.

Supt. Coughlin: Perhaps where these minimum salaries are reported the teachers "board round," and that is not counted in. [Laughter.]

Supt. S. A. Baer (Reading): I wish to call the attention of the body to the legal situation in cities of the third class. The Act of '89, which repealed that of '74, was declared unconstitutional as relates to these cities, which are now left with no code at all. We should include in our resolutions some reference to this matter, and also to the unnecessarily large number of directors in some cities. We have 60, with prospect of increase; Lancaster has 36; Williamsport has 40;—there is room here for reform. In these large boards there is more log-rolling than in the city councils. The more we can take school affairs out of politics the better. I am in favor of training schools, libraries, census, and the other matters suggested, and hope to add this subject, which is very important to cities of the third class.

Supt. Buehrle: Some of our cities (among them Allentown and Lancaster) had not accepted the legislation of '74, but used the privilege given in the new Constitution, of retaining their older special law. These are not in the unpleasant predicament described by the superintendent of Reading. We do not all have politics in our boards to the same extent; our Lancaster law equalizes the party strength, and vacancies are filled by the proper party, so we escape that kind of log-rolling at least. We shall not get rid of all of it this side of heaven.

Supt. Coughlin: We fell back upon the general act of '54, and now have six directors, elected on a general ticket. This meets our wants, and we hope nothing will be done to disturb us.

Supt. Baer: Nobody ought to object to that. We are operating under a charter granted in '64. We have four controllers from each ward, two from each party, and vacancies are filled by the party affected; nevertheless we have politics in school affairs, and we hear of some even in Lancaster. We want to improve in the direction of smaller numbers, and I believe our directors at the last meeting would have accepted such a law, if they had known what to accept. I understand Altoona, like Wilkesbarre, is working under the act of '54. Can those superintendents tell us how we could get there?

Supt. Coughlin: I do not know how to answer the question; but whatever is done, I hope we will not get where you are, with such large numbers. We are all right now, and want to stay so.

Supt. Keith: I remember the discussion at the Harrisburg convention before the law of '89 was passed. Newcastle wanted a ward system, and could not get

it under the general law. The difficulty was recognized of framing a law that would stand the constitutional test and yet meet the wants of the several cities. The Legislature tried it, and their work was rejected by the courts. I believe that electing directors on a general ticket is likely to give us a better class of men than electing by wards.

Dr. Jeffers: I am asked by the superintendent of York, who is detained at Harrisburg, to suggest to this body the propriety of legislation providing for the care and protection of the free text-books.

Supt. Keith: Is not that already provided for by the general law making directors custodians of all school property?

Supt. Buehrle: We think so in Lancaster. We have had free books since 1887, and when we got them we assumed that we had the same right to make rules for them as for all other school property. We made our rules and carried them out, and have had no trouble worth speaking of. If pupils do not return books, or injure them, they are required to replace them; if they refuse or neglect, the teacher has the remedy of suspension until they comply. All this is quite within the general powers of directors. I may mention an objection made to free books, that disease is spread by distribution of books and pencils. I do not believe it. No evidence is produced that the health-rate of communities is lower with free books than without. Of course there are possibilities of contagion in school, as everywhere—on the street, in the cars, at church or public assembly; but no special danger hides in the books. Some croakers in Erie tried to trace the prevalence of disease to the schools, but Supt. Missimer laid them out so flat that we have not heard of them since. Reasonable precautions should be and are adopted; if we have books out in a family where there is contagion, they are destroyed at the house—not brought back to the school; children of such a family must remain out of school two months—we pay no heed to doctors' certificates of safety, though those gentlemen give us more annoyance than anybody else. There is a danger with us in the insane custom of crowding to funerals, whether contagious cases or not; we were compelled to make a rule keeping pupils out of school ten days after attending such funerals.

Supt. Hotchkiss: Lancaster needs an efficient Board of Health, apparently.

Prof. Stewart (Hollidaysburg): I protest against the attempt to vitiate argument based on statistics published by proper authority. If they are not reliable, why are they published? and what else have we to argue from? It is wrong to discredit them so long as they have the presumption of truthfulness in their favor.

Adjourned to 9 a. m. to-morrow.

FRIDAY MORNING.

ON reassembling, the President read a dispatch from Principal Welsh, of Bloomsburg, giving sickness of his wife as the reason of his absence.

Dr. E. T. JEFFERS, of York Collegiate Institute, addressed the convention on

THE PLACE OF THE HIGH SCHOOL.

Being a high school boy, prepared there for college, and now in charge of a school of that grade, although not a public school, I may venture to discuss this question here. Whether we are inside or outside the high school "ring," we must admit that the whole question is open—even the right of the high school to exist is not absolutely settled. There are those who say it has no place in a public school system, by any right which a white man is bound to respect—that it exists only by sufferance, is an expensive mistake, an educational blunder, and ought to be abolished. Its enemies are not all dead nor converted, and never lose a chance to express themselves. On the other hand, the high school, entrenched behind the strong defense of its alumni, its intelligent friends, the great body of scholars and educators, feels the need of no special advocacy of its right to exist. It *does* exist, by virtue of the "survival of the fittest," doing a work that is done by nobody else, and that needs to be done by somebody, and it must stay for that reason. But it should not esteem itself safe because of what it has done, or because it fits into the framework of the system—its only safety for to-morrow will be found in its efficiency to-day. If the high school holds a place in the twentieth century, it will be because it has filled one effectively up to the end of the nineteenth, spelling out the prophetic words of its own destiny. As in everything else, it must continue to prove itself worthy of existence. It cannot remain as it is—nothing stands still: if it is to stay, it must be better to-morrow than to-day. As we have heard here, the high school is a variable quantity in different cities—changes of principals for political reasons, because of a longer purse or a stronger "pull," do occur; but these are accidents, which do not affect its general growth or development. If the high school does its work, it will keep its place; if not, it will be swept away.

The committee of ten, appointed by the National Association in 1892, increased to one hundred by the addition of ten others by each original member—representative of the scholarship and educational efficiency of the United States—have made their report. They do not find the high school a moribund organization, which must be galvanized to save it from needed burial, but a living organization, tingling with vitality to its finger-tips. We may assume then, that the high school is alive, and that what it needs is direction—I say *we*, because my work is in the same line. Whether public or private, the high school work is of the same rank and character. What, then, shall be its place? One says, "Just above the elementary course." I think that is a dangerous position, unsound in theory, and working evil results in practice. Its true place is just below the college. Another asks, "What is the difference? It stands between the two, and what matters it which way you state it?" The difference is in the two points from which you look at it. There is danger in referring its place to the elementary school below, and there is safety in referring it to the college above.

Nothing good comes to us except from above. The idea that we came up from the lower forms of matter and life, or were pushed up by some inherent force, is atrocious philosophy and contrary to what we know of fact. Evolution takes place only by the power of something above lifting up that which is below. Some men have spent their lives looking at footprints in mud, until they thought they saw all power and potency in mud; but I hold there is no influence in the inferior to shape into the superior. All good starts at the throne of God and works down, and no man does good except as he lifts up. If this be true, then where the college reaches down and influences the schools below, we shall have good high schools; and where we have bad ones we shall find they are the spawn of what is below. Therefore we say, the place of the high school is just below the college. The practical advantage of the influence and prestige of college to the high school which ends where the college begins is plain enough.

"The high school is not intended to prepare for college," we are toid. Certainly not, since not one in a dozen can go there. Why then place it in that position? Because the majority who cannot go to college by that means get the most and best possible to them in the school time they have.

We still sometimes hear the cry, "This is the age of science—we have no time to bother with the old college course." Those who talk like that are back numbers—at least twenty years behind the age. That question was on trial when I was a high school boy, chiefly anxious to recite as little as possible. Substitution of science for the classics was tried, and Germany—foremost in science then as now—through the united faculties of her great universities, told the world that they would not receive graduates from the *realschulen*, from which the classics were excluded. After practical experiment extending over years, they decided that the best development of mind comes from training in Latin and Greek and the stiffer mathematics. That is the food for grasp—grip—grit. Some of the colleges, refusing to be switched off, retained the old course; and the reaction in their favor has come, and the most thoughtful men are more and more agreed that they were right.

Here in Pennsylvania the University stands at the top; we want the high schools in our cities and boroughs to work up to a standard that will send their graduates to the University of Pennsylvania. That is what we want; how shall we get there?

1. We must have better teachers—those who come after us must be better than we.

2. Better methods—here we are improving, nobody uses those of twenty years ago.

3. Change of subjects—many high schools have not all they need to reach the mark.

We are not advocating any wild leap that will put up the high school to its place and leave a great chasm between it and the elementary work. Almost any superintendent who will, may in a series of years gradually bring up the schools of a city to a point where those who go through the elementary grades will be ready for a high school course that will connect with the college. I myself was the son of a poor man, and could never have gone to college had not the high school in the town of Massachusetts where I lived been able to fit its graduates for Harvard—that was nearly twenty-five years ago, and here are we in Pennsylvania now, only talking about the possibility of doing it!

There is compensation in the world, if you look for it. Brains and money do not always go together; and it is fair that the rich man be taxed in order that the poor man's bright boy may have a chance for higher education. Any boy that is worthy a chance can go through college if he starts without a dollar; and a college man who cannot succeed in life is a chump who would be no good with or without education. How many unemployed A. B.'s do you know of? The people who reduce these matters to figures tell us that a college course adds thirty-three per cent. to a man's chances in life; and we want every boy who can to have the chance. I do not care much about the certificate of the high school passing its boys into college without examination—what does it matter, if they are prepared, whether they are examined or not? The graduating examination of any decent high school should be stiffer than any for college entrance that I know anything about.

I said we must have better teachers for our high schools. These should have attainments at least equivalent to the college course, and the more of course the better. We want men of culture—classical, scienti-

fic, literary—men of broad, strong, deep, thorough training, are the teachers the high schools must have. This is by no means undervaluing the good men we now have, who had not our chances, much less the chances we give our boys; but we must look out for the future, and place our pupils in contact with the best men possible. Think of the advantage of contact with Mark Hopkins or Dr. Porter! The boy who goes to college has the benefit of the touch of such lives, and when he comes back to the high school as a teacher, he will be able to inspire his pupils with the love of learning—to give them the touch of the touch of those who taught him. We need such teachers not only for the boys who go to college, but even more perhaps for those who cannot.

It is well for us to remember that the colleges have nothing to ask from us. Harvard, Yale, Columbia, the new Standard Oil University at Chicago, with their great endowments, can take care of themselves—what is it to them what we do? They can and do draw students from everywhere; they need not ask our help—it is we who need theirs, and to have it we must bring the high school just as close up to the college as we can get it, so that the sons and daughters of poverty and disadvantage may have all that can be given them of University help.

Better methods are needed. These will come with better teachers. Give us men and women with brains, culture, grip, original thought, and methods will work out from within. The method is part of the man. Of course there is much in improved methods; and we are getting them.

What subjects shall we teach? First, Latin throughout the four years' course—if not the brain, Latin is at least the spinal cord of the intellectual system. Mathematics may be the backbone, but Latin is the cord. I would not have anybody in a high school who did not take at least one year's Latin—the first year. You do not know what material may come to you from any home in the land, and that touch of Latin may reveal the capacity for a great linguist. Give them two recitations a day for the first year, not less than one a day any time, and you have given the child a chance—otherwise you have not. The idea of allowing a boy or girl of thirteen to *elect* whether they will take Latin is a simple absurdity. There might be some excuse if they were mature men and women, but not for children; and parents who thus attempt to shiit from their shoulders the burden of condemning their children to a life of obscurity are inexcusable. Many sins have been committed in that direction, and we need to repent and do works meet for repentance.

Then we should have three years of Greek. That will stir up the Trojans! I know it is said that at Harvard and some other schools "Greek and God are optional, but foot-ball and base-ball are compulsory"—no discount to the athletics, but I stand for the Greek.

Chemistry and Physics—two years, three if possible, under thoroughly trained teachers, the requirements here being as high as for a college professor; good apparatus and laboratory. Botany and Zoölogy, looking at nature as animated biology. Teach all this intelligently, not as elaborate professional studies, but so as to give a taste for future work.

After these I place mathematics. We need to improve our teaching of arithmetic. On this line I refer you to the report of the Committee of One Hundred.

German and French—three years of one at least, both if you can. Have them taught well; not by some girl who takes a lesson in the evening and then tries to teach it next day, and if her teacher is sick or absent must postpone her class—but by one who can read and pronounce the language, who is thoroughly grounded in it, who loves it and can inspire the pupils with love for it. Of course there are not many such, but these are the ones we want. Half-fledged teachers do much mischief here.

English first, last and all the time! Not "English Grammar"—I would like to put what is commonly called English grammar in the pocket of McGinty [laughter], or let Corbett at it, and if he knocked it out in three rounds there would be some reason for patriotic pride in the United States! The pupils should be trained in expression by practice long before they know there is such a thing as English grammar. Leave what you must teach of that to the last year, after they know the Latin grammar—they cannot understand it before—it is only the Latin grammar badly fixed up, any way. Study authors—not in the skeleton way, with dates and lists of books, but familiarizing them with good specimens of the author's work, until his style is apprehended and its excellences seen, and the boy or girl gets a taste for good literature.

Do you say all this is a tremendous dose to prescribe for youth from fourteen to eighteen—that it is too much for you to handle? What shall you do about it? Well, do the best you can. In some things electives may be allowed, not all; or you may have parallel courses; or you may use what is called the University plan—requiring so many studies, taken according to time or capacity, and graduating when the required number are passed, so that a pupil is never either overloaded or idle. Some may find this last plan work best.

For my own part, I am trying to do what I have outlined, and in comparison find my parallel courses to agree closely with those recommended in the report of the Committee of One Hundred, which I again recommend you all to read and study. [Applause.]

Dr. N. C. SCHAEFFER, State Superintendent of Public Instruction, took the floor. He was warmly received and spoke as follows:

I am glad to have come in time to hear Dr. Jeffers, and in fact it was to listen to him, more than anything else, that I came. Yesterday my nearest duty seemed to be with the farmers at Harrisburg [State Board of Agriculture], for some of them are heretics on the length of the school term, and I need your help in your several districts to get them converted. To the last Legislature came a petition from the Grangers living almost in the shadow of the capitol, praying that the minimum school term be reduced from six to five months; and at their very last meeting certain speakers condemned the Department—both my predecessor and myself—because we favored longer terms and better teachers. While *that* spirit is abroad, there is little hope for a wise solution of the high school question. There were one hundred and thirty-three districts in the State last year that did not pay as much for teachers' salaries as the State gave them for the support of their schools; many districts levied no tax last year, and, no doubt there will be more such this year; and in the next Legislature we will hear the complaint of the corporations that they are taxed beyond the necessities of the State. We did have a majority on the right side in the State Board of Agriculture this year, but I do not know that it would be so outside.

The time has come when the minimum term should be lengthened to seven months. Pennsylvania to-day stands thirteenth on the list; do we stand there in material resources? Our neighbors of New York to the north, Ohio to the west, Delaware to the southeast, Maryland to the south, New Jersey to the east, all give better school advantages to their children than Pennsylvania, so far as the rural districts are concerned. In New Jersey the State Treasurer pays five dollars to each school for each pupil in attendance; and every child has a chance to attend school from the 1st of September to the last of May. Pennsylvania appropriates five and a half millions for less than a million children—more money in proportion than New Jersey—why can not we do at least as well for our schools?

But we are to consider the high schools. Here then is the entering wedge to lift them: why not reserve say $100,000 out of the five millions, to be distributed among those high schools which reach a given grade? That would draw the line between high schools that deserve the name and those that are high schools in name but grammar schools in fact. New York distributes $106,000 among her high schools: we pay more money in the aggregate—why not profit by her example? That we should do something in this direction, is one of the few conclusions I have arrived at.

Let us review some of the facts that have brought this high school question into prominence. The four largest universities in the country are Harvard, University of Michigan, Yale, and the University of Pennsylvania—we may congratulate ourselves upon having one of them. Each of these has its special excellences—on some lines our own University stands foremost. Some time since President Eliot, finding Michigan moving ahead, left his institution to take care of itself for a year, and traveled over the whole ground, clear over to California, studying the educational systems of the land; and there are indications that he was convinced that the West is ahead of New England. When the National Association met at Toronto, the National Council assembled, as usual, in advance of the general session—this body is supposed to consist of the Great Moguls of education, but perhaps they are no bigger than others—and President Baker, of Colorado University, read a paper showing the relation between high school and college. He represented the requirements for college entrance as widely varying, and the same difference in preparation by different schools and teachers. (It was said at Columbia College recently that "the life of a preparatory teacher might be very pleasant if it were not for three things: 1, the parents; 2, the boys; 3, the colleges." [Laughter.]) In spite of general apathy, this paper roused the college men to consider the question; they elected Baker President of the Council, he brought together prominent college men, and at a meeting when I was present, the appropriation of $2,500 was made from the Association treasury for investigation of the question of secondary education. The report has been published, and can be procured by addressing the National Commissioner of Education. I have it on my table, but have not yet had time to study it. My mind is still open on the question—I have reached few conclusions on this line.

Let me give a few moments to an impression brought from my old University days, that it is the business of the government to conserve and make the best of the brighest intellects among its people. The little, hilly, poor country of Würtemburg has produced more renowned men of science and letters than any portion of Europe of equal extent—why? Because the government watches in all the *Volkschule* for the brightest boys, who are selected and sent to the preparatory schools; from these again the best are selected and sent to the University at Tübingen; and having gone through that, still another selection is made of those who are worthiest, and they are given a chance for travel and study in other universities and countries. It is not surprising that under such a system the best talent comes to the surface. Everybody knows the result. In theology, for instance, the higher criticism that is shaking the world was first evolved on the banks of Neckar, where the peasants are huddled together with the cattle on the first floor, the family on the second, and the hay in the attic.

That is what can be done by a govern-

ment that takes care of the best intellects among its people. Pennsylvania is not doing it—the tendency of our system is rather to bring up the lower end of the class, to promote the highest percentage, while the upper end is left to take care of itself. Many a bright boy or girl must be disgusted at be-made to chew over the old story *ad nauseam*. I heard of a school, under a lady who was called one of the best teachers, where fifty in fifty-three were promoted, while one boy after studying three months, never looked at a book for the balance of the term, while the others were reviewing that three months' work. This case was not in Pennsylvania, but no doubt we have enough of such work. At the Saratoga meeting, in the discussion of the study of language, my feelings got the better of me, and I talked of my school-day experience; among other things of my Hebrew tutor in theological seminary, who told us that when we had mastered the first few chapters of Genesis we had half the words in the Hebrew language. I was gratified when what I said was endorsed by Andrew D. White, the man who has organized and developed one of the greatest scientific schools in the United States—that the mechanical memory is too much neglected in these days. United States Commissioner Harris said that the best mathematical teacher St. Louis ever had—the late Helen Shafer—could at any time give exactly the formulæ lying at the basis of the problem before her; they were indelibly fixed in her memory, and she tried to do the same for her pupils, the result being that they surpassed everybody else in accuracy and precision.

How does this apply to our question? Well, it shows that the courses in our high schools are out of shape when it comes to educating our brightest boys and girls. When can the mind best master the vocabulary of a foreign tongue? Not at eighteen or nineteen, but from eight to twelve. A boy who takes Greek at twelve with a good teacher never knows the proverbial difficulty of the Greek verb. Comenius began the study of languages at sixteen or seventeen, and protests against that method of study; he started too late in life, having passed the period when those centres in the brain were developing. How about mathematics? The arithmetics we still use were written to meet the wants of young men from eighteen to twenty-five, who had to make a little money go a long way, and went to schools like the normal schools to get what education they could. The books are good for that purpose: but how about the young child? How many of our children at twelve or fourteen get clear concepts of operations in difficult questions of percentage? If that is true, is this the material to develop the child's thought-power? Why not give instead some algebra? I have a boy of seven who came to me wanting something to do. I suggested some algebra; he was flattered, tried it, and is doing it without difficulty—indeed, the beginnings of algebra are easier than much of the arithmetic we try to teach to children. We need something in the public schools to prevent the everlasting grind on things already mastered, and we want some things postponed that will give no trouble at eighteen or nineteen but almost split their heads at nine or ten. Remembering that all thinking is comparison, we must adapt the work to the condition of development, so as to promote healthy growth of brain. We shall be better prepared to study and discuss this question when we have the information now in process of collection; in a few months we can at least tell what we are doing. Meanwhile I will try to give you two keys that will help to unlock this high school mystery.

1. Any system of education should make the best possible of the child at each step of his advancement. If he must stop at the end of the primary, or grammar, or high school, it is our duty to give him the best that can be done, in each case, in so many years. If he can go on to the end, we ought not to so arrange the course that he must go over ground twice, nor so that one grade will not dovetail into the next above. We know that this is not the case now; there is lack of adjustment at different points, notably between high school and college or university. We must not look entirely to the colleges for this readjustment—you superintendents have a large part in it; but in whatever is done, remember always that the course must be so arranged that wherever a pupil may be compelled to stop, we have given him the best possible in the given time.

2. Any system of education must take into account the three great tendencies of modern education. The first of these was spread over Europe after the fall of Constantinople, when the scattered Greeks everywhere taught school for a living. They taught what they knew—the Greek tongue. While the Latin nations were studying the humanities, north of the Alps the knowledge of Greek led to the study of the New Testament, and this in turn led to the outbreak of the Reformation, and put into the schools that religious spirit which has done such great things for the race. But when men wanted to prove anything they always went to a book—to the Bible, or to Aristotle. Did Galileo's telescope reveal sun-spots?—they found none in the books, therefore there were none. But there came more men who went to nature instead of books for their facts, and so began the realistic movement, which has had fruition in modern scientific development. So the study of history reveals the beginning and course of these three great tendencies—the religious, the humanistic, the realistic—all of which educators feel must be recognized in any correct system of modern education.

The Trustees of the State College this

week had one report after another, recommending "more general studies." Lehigh went to the extreme in the direction of science; and the first engineers she sent out came back to endow prizes and scholarships in literature and the humanities—why? Because they find that success depends largely on knowledge of human nature; and such knowledge comes from the study of language, which reflects the life of men. These studies, though not directly in the line of earning our bread, must find place in fitting people for life. The minister, next to knowledge of his Bible, needs to know how to deal with people; the lawyer sometimes depends more on his influence with juries than his knowledge of law; the salesman must know his customer, as well as his goods; the superintendent who knows men, can deal to advantage with directors, teachers and parents—everywhere knowledge of human nature counts.

Religion in the heart of many a teacher does more for his pupils than all the catechisms they learn by rote. We read in Hypatia how Ben-Ezra was converted by contact with two earnest Christian lives; we know that the brilliant flame of Augustine's eloquence was lighted by his contact with Ambrose. It is not an unmitigated evil that nearly all the colleges in Pennsylvania have a religious foundation; most of their graduates are permeated with the religious spirit. Give us high school teachers who are truly religious, and that side of the instruction will take care of itself. I should be afraid of a State University that graduates a woman who can say, "she has not the fear of God or man before her eyes"—I should have the fear of that woman before my eyes if she were to deal with my children. The Catholic church is doing our country a great service at this point in building magnificent schools—it may teach us both our dangers and our duties.

For the question between the humanities and the realistic studies, I see no present solution except in parallel courses. But the day is rapidly passing away when only the dull boys go into business. In a late *School Journal* I called attention to the Commercial High Schools of Austria (a country which most Americans think is a hundred years behind the age), where a boy gets a three years' course to prepare for business, and must learn one language beside his own; he not only learns accounts and insurance, but history and civil government—such foolishness as we see in American politics could not happen in a country whose men of affairs have that kind of training. The representative sent to Europe by the American Bankers' Association reports that the graduates of these Commercial High Schools are coming over to take the best positions in London. If we do not train experts for commerce, the same will take place in New York and Philadelphia—the best places will be filled by foreigners. Here is a kind of "protection" we can all agree upon—to make the product of our Pennsylvania schools equal to any on earth, and so hold our own business in our own hands. [Applause.] If we cannot do it, let us honestly confess it, and not deceive the parents; but before we make such a confession, let us see if we cannot do better. We need to look at this *now:* I am told by my brother that of all the large manufacturing establishments about Allentown, not one is managed by a man educated in Pennsylvania.

I will conclude with one more word on the high school: Dr. McCosh said our educational system consists of two floors, both well equipped, but no stairway connecting them. Let us try if our high schools cannot build that stairway. [Applause.]

Supt. Hotchkiss: Whatever opinions may be held concerning the right of the high school to exist, it has a place pretty well fixed, and secondary education is supported by taxation of the people, the same as primary and grammar grade, and is likely so to remain. I may briefly review what we are trying to do. We recognize that we learn through the senses what we know of the facts of nature and the acts of men, that the mind acts upon these sense-impressions by observation, the imaging power, generalization and reason. We should have in the course, then, observation studies, mathematics, geography, natural science, history, civics, literature—not forgetting the religious element. If we may not call it the brain or spinal cord, let us call literature the heart or blood of the educational system. Now, in good graded schools, by thirteen years old we have our pupils started along these lines of development. Shall we now, having made a good beginning, proceed to place upon some of the faculties a burden that risks breaking them down, or at best must limit and cripple the others? Yet that is what many of us have to do, and why? Because of the call that "comes down from above." With all due deference to the colleges, I feel safe in saying that no set of college requirements does anything like justice to the different lines of development I have named. What are the demands? Well, about two-thirds science of language, and one-third mathematics, —practically leaving out English literature, history, civil government, natural science. I said "science of language," because that is what the preparatory course in Latin and Greek amounts to—you do not get the spirit of an author while you are hunting out half the words

in a dictionary. I do not believe it is right to cut off or cripple any of those lines at the end of the grammar school course, and spend nearly all our time preparing for such a one-sided set of requirements. If our plan for public schools is right, it is the colleges that need to come to us—we will meet them half-way, and they are not yet so much nearer heaven that we ought to be required to go all the way, at sacrifice of what we need. Since the public schools, including high schools, are supported by general taxation, it is only fair to ask that their course be fixed so as to be of most value to all—and this would cut out courses for special purposes. If we believe there is a science of mental development, it should be possible to find what is best for all; and I think that would include the spirit as well as the science of language, natural science as well as mathematics. To be sure some of the colleges do recognize the claims of science to a limited extent. Am I asked, what language shall we use? I answer, all of them, if your means justify it; but as that could seldom be done, if you can carry but one language, I would consider Latin as good as any other. If you can have four teachers, I would have one for Latin, one for mathematics, one for natural science and one for literature—I stand firmly upon these four lines of development. This would prepare best for college or for life, because it develops the faculties in their proper balance; and if that is true, the colleges should adjust their requirements to these facts.

Dr. Jeffers: I think we are not so far apart as it may seem, and it does me good to find so much common ground. I agree entirely that we should use only that which is best for all, and I put my ideal relation upon that ground.

Mr. Hotchkiss: I had no idea of putting myself in antagonism to the college men—I do not feel so.

Dr. Jeffers: There is point in the discrimination between the science and the spirit of language; but it had more force against the old methods than the more modern ones. We do not do so much grinding over the grammatical forms; we can read a page of Cæsar or Virgil without looking up many words. The modern methods measurably meet the objection; and even in the old method the humanities were nascent, like the boy's moustache. [Laughter.] The Committee of One Hundred were in agreement with us, that what we ought to aim at is the course which will be best for all, at whatever point they stop. This is true all along the line, in elementary as well as secondary education.

Dr. Schaeffer: What is the authority for the statement that college education increases a man's chance thirty-three per cent.?

Dr. Jeffers: I do not remember which "statistical fiend" it was. He looked up the Presidents, Congressmen, and other classes whom the world regards as successful men. The class of '92 at Yale analyzed itself, and found that nearly all the upper third and more than half of the middle third were prepared in high schools or by private tutors, or in academies other than Phillips.

Supt. Buehrle Perhaps the better students came largely from the humbler walks of life, and could not afford to prepare at Phillips; this is one of the places where wealth is sometimes a burden. Brice observes that an eminent man rarely becomes President; perhaps the "successful" men should be similarly discounted. Then again the college man usually starts with the early advantage of a well-to-do home and its intelligent atmosphere—the exceptions being those remarkable boys who would make their mark anyway; so these statistical inferences are somewhat deceptive Like the presumed connection between ignorance and crime, higher education and success or prominence in after life may be, in a measure at least, concurrent, rather than cause and effect. I believe any college will tell you its better men come more from rural neighborhoods than from cities; and why? Because there are fewer distractions and less in the environment to militate against healthy brain development.

Supt. Baer: There are three disadvantages the high schools have to contend against: 1. They lack definite aim—they do not point the pupils to the next step in development. From bottom to top, each step should prepare definitely for the next above, and the work need not be unpractical for those who must stop by the way. Our course can lead and point to university or college and yet be the best for everybody. 2. They lack definite scope. What is called a high school in one place would be a grammar school in another. This would be reached by the State Department formulating a minimum course, as has been recom-

mended. 3. They lack adequate support. Having fixed such a course, let the State encourage all who measure up to the standard by an additional appropriation. If the people find their neighbors receiving such recognition they will bring their own schools up to the line. Thus we would bring the high schools everywhere at least up to the minimum. There is nothing to prevent our solving this question for ourselves in Pennsylvania, to this extent at least.

Supt. S. Transeau (Williamsport): Believing that the first movement for adjustment should come from the colleges, and should take the shape of generous recognition of what the pupils have done in the public school, I have a resolution to offer proposing that high school graduates be admitted to college upon their diplomas, without examination. I offer the following resolution:

WHEREAS, It is most desirable that there should be a closer and more systematic relation between all schools now under State control and the colleges and universities of the State, and

WHEREAS, It should be possible for a student graduating from the schools now under State control to enter these higher institutions of learning without examination; therefore, be it

Resolved, That it is the sense of this convention of city and borough Superintendents, that the Superintendent of Public Instruction convene at an early day the presidents of the colleges and universities of Pennsylvania to formulate a mininum course of study, which when a student of any public high school in the State shall have completed, and has received his certificate to that effect signed by the principal of said high school, such student shall be admitted to the Freshman year without examination; and further be it

Resolved, That after the presidents of the colleges and universities of the State have formulated such a mininum course of study for admission to their institutions, the Department of Public Instruction of Pennsylvania issue a circular to all city and borough school boards and superintendents, setting forth such mininum course of study, what institutions will accept graduates or students having completed such mininum course, and requesting that those in charge of public high schools formulate at least one course of study in conformity with such mininum course.

When the resolution had been seconded, Supt. Coughlin said he thought it would be unwise to inject the discussion of this particular proposition into the time given to the general question. If the mover were willing, he would ask that this resolution be made the first special order for the afternoon session. There being no objection, it was so ordered.

Supt. Patterson: It amuses me to see our friend Dr. Jeffers, whom we know as a college president, and who now has a private preparatory school, coming in here and pretending to be a high school man. [Laughter.] In our high school, as in every other grade, we have what the Superintendent from Reading thinks they lack—a definite aim. We do not consult the conditions of college entrance, though our pupils do go from us to colleges, and to good ones too; but with us the idea is that the high school is the poor man's college, the only one he can usually have the benefit of, and we propose to give his children the next best thing to a college course, so that they may have, as near as possible, what the college would give them. My experience is that about one boy in ten would like to go to college; but the colleges from time immemorial have decreed that he must be prepared in a certain way, in certain studies, which consumes more or less time after he leaves the high school, before he can even begin the four college years—notwithstanding the fact that the best graduates from our good high schools to-day are as far advanced as the average college graduate of twenty years ago. We can and do send boys to the State University, to Lehigh, Lafayette, Princeton, Yale, Harvard, and sometimes they enter the Sophomore class; but they must keep on for a year or two going over the ground already covered in the high school at home, and the poor man's sons cannot afford it. We are not satisfied with butting the high school up against the college as a hindmost car—we want to telescope them. [Laughter.] When our class of fifty or sixty comes up each year to high school, they all know what they have to do; and when we graduate them, they are prepared substantially alike. If it were so everywhere, there would not be so much trouble in entering college as now. We know that many come out of so-called high schools, from teachers who know little more than the pupils themselves, in all stages of preparation, unable to work together profitably. But even where the preparation is good and equal, too much time is lost in repetition. Our boys and girls pass creditably in mathematics, an examination stiffer than I ever

saw required for college entrance; they do their laboratory work better than many who are called "professors," in some fairly respectable institutions; yet they must lose at least a year going over old ground.

Dr. Jeffers: What a crop of genuises Pottsville is harvesting! [Laughter.]

Supt. Patterson: I stand by what I said—the *best* of our graduates are as well prepared as the *average* college graduate of twenty years ago. [Applause.]

Supt. Coughlin: This has been to me a most valuable discussion; but in the matter of elective studies I am not quite clear. There are some studies that are essential, and should never be omitted; but if a pupil's life-work is already chosen, why not bring the course to bear particularly upon what he will need most? We all know the pressure brought upon us at this point; is it wrong to yield, so far as I have indicated?

Dr. Jeffers: I have done that, but of course am no law for any one else. However, I would make no difference before the end of the first high school year; after that, electives may be considered, always with advice of the Faculty, who know the boy by that time.

The discussion was broken off at this point, to take up the regular order of the programme.

ELECTION OF OFFICERS.

The selection of officers for next year was on motion referred to a committee consisting of Supts. Harman, Hockenberry and Jones, who were instructed to report early in the afternoon session.

Supt. S. A. Baer, of Reading, then read the following paper on

TRUANCY AND IRREGULAR ATTENDANCE.

The subject of truancy and irregular attendance is important for two reasons. First, because it has to do with a class of children especially in need of the beneficent influence of our schools; and second, because it affects a much larger number of children than is generally supposed. The entire enrollment in the public schools in our State last year was 1,004,392 and the percentage of attendance 84. From this it would follow that 16 per cent. of the enrollment, or 160,000 pupils enrolled, were daily absent from school. In order that we might discuss this subject intelligently, and know as definitely as possible to what extent truancy exists in our State, I addressed a circular letter to seven representative cities. The following is the result of my inquiry:

1. Lancaster has an enrollment of 4,887 pupils and about 65 truants. This result is partly estimated.

2. Harrisburg has an enrollment of 7,500 pupils and 71 truants.

3. Allegheny City has an enrollment of 16,057 pupils and 90 truants. The superintendent claims that this is about the average, that sometimes the number is greater and sometimes less.

4. Pottsville, with an enrollment of 2,614 pupils, reports only 12 truants. This number is very small, and I presume only account is taken of regular confirmed truant players. The percentage of attendance of Pottsville is only a little over 70. Consequently it would be reasonable to suppose that with 29 per cent. of the pupils enrolled daily out of school, there should be the usual number of truants.

5. Reading, with an enrollment of 9,219 pupils, had during the past five months 202 truants, an average of nearly 100 a month. This includes all who played truant, if only for half a day.

6. Philadelphia has an enrollment of 118,296 pupils, and reports 173 truants for the year for the First ward, which enrolled 7,146 pupils. This is partly estimated, and at the same rate of about 2 per cent. of the enrollment would give Philadelphia about 2,000 truants during the year.

7. Scranton has enrollment of 11,172 pupils and an average attendance of 8,880. I received no reply from this city, but considering that the percentage of attendance is less than 80, it would be reasonable to infer that the usual crop of truants was growing in the streets and alleys of Scranton.

From these facts, gathered through the best sources extant, we feel safe in deducing the following:

1. That large cities have more truauts than small cities and towns. It must not be inferred, however, that towns and country districts are without these little deceivers. Truants exist there as well, but not quite in the same proportion.

2. That the number of truants to the entire enrollment of pupils on an average is about 1 per cent. This will give us in the State about 10,000 per month. During the year the percentage is from 2 to 2½ per cent.

But this is not the whole number of pupils that fall within the scope of our subject. Not all the pupils who are absent are absent for good reasons. And there is no doubt but that where there is one truant, that is, where there is one pupil absent without the knowledge or consent of the parent, there are three who are absent through the neglect or indifference of the parent. Thus we will have about 4 per cent. of our enrollment absent without good reasons, and the entire number of pupils in the State belonging to this class will amount to about 40,000.

Besides this, the number of children never enrolled in our schools is at least one-fourth of the number enrolled. This will give us

about 250,000 children altogether out of school. If we add this number to the 160,000 who attend irregularly the number will swell to about 410,000. This is a large number, but I feel that the estimate is rather too low than too high. It is proper to state, however, that no account is taken of those attending private and parochial schools. This number may amount to 50,000.

Compared with Other States.—While this is a very large number of children who are either partly or entirely outside the educational influence of the State, let me assure you that Pennsylvania is by no means lowest in an educational point of view. On the other hand, we compare favorably with other states and nations. If we compare the United States with other nations of the globe, we are proud to be able to state that we rank first in point of enrollment of pupils. For instance, the United States has 23 per cent. of her population enrolled as pupils; Bavaria, 21 per cent.; Prussia, 19 per cent.; England, 16 per cent.; Italy, 9 per cent.; Greece, 6 per cent.; and Russia, 3 per cent.

When we see that the classic countries of Greece and Rome are so far outstripped by so many other countries we feel like exclaiming, O! shades of Socrates and Plato! Shades of Virgil and Cicero! where is now your boasted civilization and greatness! But these things are facts.

In comparison with other States, Pennsylvania ranks very fairly. For instance Pennsylvania has enrolled as pupils 19 per cent. of her entire population, New York 17.5 per cent.; New Jersey 16.7 per cent.; Virginia 20 per cent.; North Carolina 20 per cent.; Indiana 23.6 per cent.; Iowa 26.6 per cent.; Connecticut 17.6 per cent. and Massachusetts 12.6 per cent. As regards the enrollment of pupils Massachusetts ranks very low, lower than England and only a little above Italy, but in fairness we must state that her average attendance of pupils is good.

The large cities of Pennsylvania rank rather low in this respect. For instance Scranton has enrolled only 14 per cent. of her population as pupils; Allegheny City, 15 per cent.; Pittsburg, 14 per cent., and Philadelphia only 11 per cent. Philadelphia, like Massachusetts, comes into close competition with Italy in this connection, and must have at least 60,000 more than her proportion of children of school age out of school. In spite of this poor showing on the part of our large cities, Pennsylvania, nevertheless, ranks well in regard to the number of pupils enrolled.

But the fact still remains that 250,000 of her children between the ages of six and sixteen years are not enrolled in school, and of those enrolled 160,000 are absent daily. And of those who are absent about 40,000 are either truants, or, if absent with the knowledge and consent of their parents, are absent without good reasons, and belong to that class who should receive special consideration from the educators of this State.

Causes of Truancy.—The principal causes that bring about this state of affairs may be briefly stated as follows:

1. Poor teaching. There is too much routine and random work in our schools, implying not merely carelessness, but also a lack of knowledge of subject as well as of the child.

2. Defective and false systems of discipline. Teachers too often fail to study the disposition of the children, and sometimes seek their own comfort rather than the good of the children. In some districts suspensions are numerous, and often for trifling reasons. Lately, since the free text-books are in use, in some districts children are put out of schools for loss of books or other property belonging to the district.

3. Bad home influence. In many instances parents will not co-operate with teachers or fail to appreciate the value of an education.

4. The want of proper school facilities. There are either not enough school-houses in some districts to accommodate the children, or not of a proper character. This is the case in some of our larger cities.

5. Perverted human nature. Our catechisms tell us that we are all conceived and born in sin. There is evidence all around us that many parents and children are so depraved that they positively refuse to be made the sharers of the blessings of an education.

The Remedy.—Having discussed the causes of truancy and irregular attendance, the question follows naturally: Is there a remedy? and if so, what is it? In reply to these questions we would submit the following:

1. Pay attention to the subject of attendance. Let the superintendent and the teachers frequently direct the attention of pupils and parents to the fact that whenever a pupil is absent he loses in many ways. I know a superintendent who improved the attendance in his county a great deal by this method. In some cities monthly reports on truancy are required. This keeps the subject constantly before the minds of both teachers and pupils, and will serve largely to lessen this evil.

2. Secure the co-operation of parents. Interest them in the work of the schools, and get them to appreciate the value of an education. Systematic visiting on the part of teachers will do much to create harmony between parents and the schools. In some cities this is enjoined by the authorities. Wherever it is systematically practised it results in good.

3. Employ men and women as teachers who, in addition to scholarship and professional training, possess heart power to influence the children for good. If the teachers feel right towards their pupils, they will seek to interest them and hold them in school as long as they are able to stay. The teacher is a most potent factor, not simply

in holding pupils when once in school, but also in directing their destinies for all future time. In this the spirit of kindness is all powerful.

4. The foregoing will do well for truancy, but there is a class of children which does not attend school, because they positively cannot; they are too poor; they have not the necessary clothing to mingle with other children, or even to attend school. To reach this class, what may be known as the missionary plan is well adapted. The plan is as follows:

The school forces of a district organize, and in a quiet way make a canvass as to the number of children not in school, and the causes of such absence. This work must be done quietly, and the children at school can do the most efficient work. After having ascertained the number and causes of absence, the next step is to gather clothing and to have proper parties visit the families in question, in order that the parents may become interested and willing to accept the assistance provided for them. This plan is certainly the very best to do good in a community, and the writer of this report knows from private experience that it is feasible, and through it a large number of our non-attending children can be brought to school.

5. Mrs. H. E. Monroe, of Philadelphia, a lady much interested in education, has organized what is known as the Patriotic League, one feature of which is to bring all the children of school age into school. I will not take up the time to discuss this question here, but regard it too important to pass it by altogether, therefore take this opportunity to say, I endorse the plan and recommend it to the serious consideration of every teacher and superintendent of our own state and nation.

Industrial Schools.—There is not the least doubt, if proper efforts are made, the attendance of our schools can be largely increased and many a child be saved in this manner for time and eternity. Every superintendent and teacher owes it to humanity to do his utmost, not so much for the sake of showing a good record as for the good which may be accomplished. However, in spite of all efforts that can and will be made for the good of our children, we all know there will still be a large number that cannot be gotten into school.

Our best efforts will not bring the millennium. Besides, there are many who if they could be gotten into the schools, could not stay, and let me add further, that in hundreds of cases, if they could be reached and made to stay in school, they would not be helped much by simply learning the branches of study. What this class wants as much as knowledge is habits of industry. I am a firm believer that education without morality is a curse rather than a blessing. I believe also that any parent who allows his children to grow up in ignorance and crime forfeits the right to exercise control over them; and our government ought to provide schools and compel them to attend, to learn, not simply the branches of study, but also habits of industry in the line of mechanical pursuits; in other words, I believe that our State authorities should establish industrial schools in every city, and compel every child found growing up in ignorance and crime to attend them. You may call this adverse to our free institutions. This may be true, but there is where compulsory education should begin—not with children who are properly cared for, but with those who are neglected. It is proper to state that 95 per cent. of all truants are boys; and that they mainly belong to the intermediate grades.

It is true, also, that by proper effort the great majority can be cured of their bad habits. I would say from what I know by investigation and experience that at least 75 per cent. of all truants can be reformed and absolutely reclaimed to good habits and reliable conduct. But the class of pupils who are irregular on account of the weakness or perverseness of their parents is much harder to deal with.

It is difficult enough to deal with perverse children, but when we have to deal with the weakness, carelessness and general cussedness of some parents, our task becomes really great. Not only is the burden greater, butthe result by no means as satisfactory; and if a teacher succeeds in reclaiming 50 per cent. of irregular pupils of this class, he or she does very well.

If we consider that we have in our State about 10,000 truants and about 30,000 more who are irregular on account of negligence and wickedness, and that of the former class only about 75 per cent. can be saved and of the latter about 50 per cent., this still leaves us an array of from 15,000 to 18,000 children who grow up without the blessings of an education. In other words they grow up in ignorance and crime and are a menace to society.

It is the duty of every educator, whether teacher or superintendent, to make every effort to reclaim from a wayward life as many of these children as possible. I am very sure that we have not done all that can be done in this direction, but feel certain also, that if the best is done there will still remain a large number who cannot be reached by all the best effort that may be put forth under existing laws; and therefore, firmly believe that for this class of children a compulsory system of industrial eduation will be the most efficient remedy.

Principal Weber (Middletown): I find that sometimes an inferior teacher, in the poorest section on the outskirts of the town, will have a better percentage of attendance than any other. People in good circumstances give us most trouble, by allowing their children to absent them-

selves for trifling causes. This year we resolved to promote none whose percentage is below seventy—perhaps that will help us.

On motion of Supt. Keith, the Association adjourned to 1:30 p. m., with the expectation of concluding the programme in one more session.

FRIDAY AFTERNOON.

IN the absence of the Committee on Officers, the next order was taken up, being the resolution offered by Supt. Transeau (see page 400), in reference to colleges admitting graduates of high schools without examination.

The resolution being read by the Secretary, Supt. Baer moved its adoption, as he said, in the interest of harmony, which was seconded.

Supt. Patterson: What is the use of it? If they are prepared, they will go in at any rate.

Supt. McGinnes: After this pointed and profitable discussion, we should formulate our conclusions into black and white in some shape, and have them presented to the college people for consideration.

Supt. Baer: The resolution does not go far enough, in my opinion; but it may set in motion some influence that will work in the right direction, leaving the details to the discretion of the Department and others who may interest themselves. I would vote for it if it went much farther.

Supt. Hotchkiss: At the recent Columbia College meeting a committee was appointed to work on this line, and it might be well to express approval of that action. We want uniform requirements, but what matters it whether they examine or not—if prepared, the students will pass. I should prefer to strike out all that refers to entrance "without examination"—or better still, simply endorse the actiou of the College Association of the Middle States.

Principal A. J. Harbaugh, (Waynesboro): That is right; give us a uniform standard, and we will stand or fall in a proper examination.

Supt. Boger: The situation in Pennsylvania needs nothing more than unification. There is great diversity in requirements for graduation from high schools, for entrance to college, and for teaching. In this respect we are behind some of our sister States. This proposition is right in asking for a uniform course to be proposed to high schools; of course it could not be forced upon them, but an authorized course, especially if recognized by special appropriation, would be sure to bring many up to the mark.

Supt. Baer: The resolution is intended to bridge the gap between high school and college. Of course we can only request them to admit us; it is their business to say whether they will examine or not, and they will settle that.

Supt. Mackey: I am opposed to asking admission without examination. We would gain something by having a committee to coöperate with others and present our case before the Committee of the Middle States Association.

Supt Baer: I will offer this substitute for the pending resolution:

Resolved, That it is the sentiment of this Association that the State Superintendent of Public Instruction confer with the College and University Presidents of the State with a view of preparing a mininum course for our high schools; which course, if accepted and completed, should admit the graduates of such high schools to such colleges and universities without futher preparation.

Supt. Colegrove: That is an improvement, in giving the framing of the course to the State Superintendent of Public Instruction, instead of leaving it entirely to the College Presidents. Of course it will avail nothing unless we can provide foi securing a high degree of excellence in the work, after the course is fixed. I think it a weakness in our Pennsylvania system that it leaves so much to the discretion of each locality. Any district may organize whatever it chooses to call a high school, and the diplomas may mean much, or little, or nothing. I wish the State Department could have charge of the examinations.

On motion, the substitute was adopted.

OFFICERS FOR NEXT YEAR.

The committee on nomination of officers for the session next year at Harrisburg reported the following list, which was, on motion of Supt. Boger, adopted unanimously:

President—Supt. B. F. Patterson, Pottsville.

Vice-President—Supt. H. V. Hotchkiss, Meadville.

Secretary—Supt. J. M. Reed, Beaver Falls.

Treasurer—Supt. S. Transeau, Williamsport.

Executive Committee—Supts. L. E. McGinnes, Steelton; Atreus Wanner, York; W. W. Rupert, Pottstown.

Supt. S. O. GOHO, Milton, then read the following paper on

THE STUDY OF ENGLISH IN HIGH AND GRADED SCHOOLS.

In the immense multiplication of the objects of knowledge, the school-master's field, retaining the old and embracing the new, has gone on broadening and broadening, until it includes the greatest diversity of subjects and until to grasp even the elements of all of them the school-master and his pupil must be superficially omniscient. As science advances, as the investigation into the past and present of our planet and its inhabitants is continued, new branches and objects of knowledge must be developed. In view of the absolute impossibility of one mind's grasping all this knowledge, it is of the utmost importance to determine what of the old and what of the new a man must know in order to be entitled to call himself an educated man. From a mass of learning so vast as to be beyond the powers of the strongest intellect, it is not possible to build wisely without careful selection.

What knowledge is of most worth is the great question, in the attempt to answer which courses of study have been arranged and re-arranged, and the battle of the ancients versus the moderns still is on.

Without any endeavor to decide what else is valuable and what else is not, one may venture to direct attention to a branch of instruction which has not received and is not now receiving the attention it merits in our public schools, our colleges or our universities — the systematic study of the mother tongue.

In this respect, however, our schools are in the midst of a revolution, and there has been in recent years no token of progress in education more gratifying than the deeper and yet deeper interest which scholars and people are manifesting in the study of our noble English.

President Eliot voices a general and growing sentiment when he says: "I may avow as the result of my reading and observation in the matter of education, that I recognize but one mental acquisition as an essential part of a lady or a gentleman, namely, an accurate and refined use of the mother tongue." It is not necessary in the least to depreciate the classical languages and literature as a means of culture, but all who appreciate knowledge, that is both practical and liberal must feel deeply the wisdom of a careful and thorough study of our own language—the language of one hundred and fifty millions of the best educated, most refined, most progressive people on the face of the globe;—the language not only of our own country, but also of the British Islands, of Canada, of Australia, and of India. Surely that language is worthy of study which at the very beginning of its full organization could produce the linked sweetness of Sidney and the mighty line of Marlow, the voluptuous beauty of Spenser, and the oceanic melody of Shakespeare, and which at a riper age could show itself an adequate instrument for the organ-like harmonies of Milton and the matchless symphonies of Sir Thomas Browne; which could give full and fit expression to the fiery energy of Dryden and the epigrammatic point of Pope, to the forest-like gloom of Young and the passionate outpourings of Burns; which sustained and supported the tremulous elegance and husbanded strength of Campbell, the broad-winged sweep of Coleridge, the deep sentiment and all-embracing humanities of Wordsworth, and the gorgeous emblazonry of Moore, and which today in the plentitude of its powers has given voice to the beautiful creations of Longfellow, Irving and Tennyson. Surely a language such as this is worthy the deepest and most persistent study. Were it a dead language, instead of a very live and vigorously growing one, there is not a college among civilized nations which would not assign it a leading place in the course of study, as being the key to the grandest, noblest, purest and best literature the world has ever known.

Our language, in flexibility, precision, strength and copiousness, is suited for every purpose of poetry, philosophy, science and art, as well as for the street and the shop. For its structure the ends of the earth have been laid under contribution. Built upon the manly straight-forward, incisive Anglo-Saxon, it is adorned by the graceful, courtier-like Norman-French, and supplemented by the best gifts of every nation under the sun. China and Japan, the Esquimaux and the Hottentot, the Choctaw Indian and the Australian Bushman, in common with the civilized nations of the globe send their best gifts to our tongue. Here is "fossil poetry" and fossil history as well—the accumulated experience, wisdom and genius of our race. What a legacy then is ours, forever associated as it is with liberty, courage, progress and civilization. It is often said that we should study Latin and Greek for the history and literature they represent. Very true, and not one jot should be taken from what is required in those languages; but we should not forget that the English is the representative of a history and a literature far grander. Why differs the boasted Greece or Rome from the despised Persia? The former have produced some few names which the latter cannot equal. But what are a few great names to the happiness of the mass of the people? Are not the Greek and Latin writers and sages, above all others, filled with contempt for the mass around them? Is not the favorite subject of satire among them the meanness and misery of their fellows? Plutarch says that the good citizens

of Athens were the best in the world, but that her bad citizens were unparalleled for their atrocities, their impiety, their perfidy. We have then the two sides of the picture—a few wise and learned men make the side we usually see; and a herd of ignorant, brutish people make the side we do not look at so often, but none the less real for that. No, no, we should not neglect the lessons that Greece and Rome have to teach, but we should ever remember, when we come to compare them with our own country, as far as history, literature and institutions go, that America, in its education, its government, its religious liberty, its elevation of the masses, is as superior to ancient Greece or Rome, as the good of the many is superior to the good of the few.

And then the culture-worth of the English—how broad and generous and enriching it is! It is largely for the sake of mental discipline that we study Latin and Greek, but I believe with Professor Whitney, that there is more real culture obtained by the analysis of an ordinarily difficult English sentence than there is in the reading of the Commentaries of Cæsar as it is usually done. The lack of paradigmatic inflection, the absence of a complicated grammar, which should make the acquisition of good English easy, and which is a source of untold strength, has been made the excuse for a neglect that has made correct English exceedingly rare. Economy in speech is the force by which this lack of inflection has been developed. All paradigmatic inflection involves unnecessary thought, and when these are greatly multiplied the speaker is compelled to think of very many things having no connection with the thought he wishes to express.

Voltaire said that the English gained two hours a day by clipping their words, and he might well have added that they save even more by having done away with a complicated grammar.

"Words are the soul's ambassadors, which go
Abroad upon her errands to and fro."
—*Howells.*

By means of words the thoughts and emotions of one mind are projected upon another. Language and thought are inseparable. "Words without thought are dead sounds; thoughts without words are nothing. To think is to speak low; to speak is to think aloud."—*Muller.* So close is the relation between the two that many have held thought without language impossible. However that may be, certain it is, that as the language of a man is perfect, so is his thought clear and distinct; and as his language is imperfect, so is his thought dim and obscure. We do not lay enough stress upon the worth of exact language as the golden key with which, and with which alone, we may unlock the doors to the treasure-house of knowledge.

The great art which those must learn who wish to teach in the school or the pulpit, at the bar or through the press, is not only to think in words, but also to think in the best words. Hence a student cannot be too diligent in acquiring the habit of expressing himself with that combination of lucid order, graceful ease, pregnant significance, and rich variety, which makes a good style. Good language promotes not only exact thought, but also pure thought.

Words lead to things, a scale is more precise,
Coarse speech, bad grammar, swearing, drinking, vice. —*Holmes.*

"As a man is known by his company, so a man's company may be known by his manner of expressing himself," says Swift. Descending by easy stages this ladder of coarse speech, bad grammar, swearing, drinking, vice, thousands of our young men are throwing away the fairest opportunities. "America" says Emerson, "spells opportunity;" and the men who have taken the tide of fortune at its flood have moved and are moving our country on to the achievement of her glorious destiny. They are men who have come up from every rank in life. Any man in a free country may be called upon to express an opinion in public, and the man that has formed early the habit of thinking and speaking forcibly, at once comes into notice. Practice brings dexterity and confidence and he is on the highway to success. Clear thought clearly expressed is the open sesame which causes to fly open the doors of society on their gilded hinges, and causes to drop the ponderous bars that hedge all the avenues to success to admit the new Aladdin with his wonderful lamp. How many are there who stand like Cassim in the cave of the Forty Thieves, crying "open wheat," "open barley," to the doors that respond only to "open sesame."

The worth of English, then, makes it a study of the first rank, whether it be regarded from the standpoint of literature, mental discipline, historic interest, commercial value, or civic and moral influence. Is there not something radically wrong in a scheme of education which fails to provide the student with the widest facilities to master his mother-tongue in its full scope as a means of expression, and as an aid to thought, in its history and principles as a language, and in its completeness as a literature? Should we not teach English with as much system, persistence and enthusiasm as we give to the classics of Greece and Rome, or to mathematics?

In consequence of the neglect with which our language has been visited in the schools, the ignorance of its usages is widespread, even among those who should know them best.

Sacred interpreter of human thought,
How few respect or use thee as they ought!
—*Cowper.*

What a curious infelicity of explanation, what an astonishing inelegance of conver-

sation, what a lack of finish, of happy unpremeditated choice of language. Bad English is ubiquitous. It meets us in the newspaper press, with which fire is the "devouring element," a kitchen a "culinary department," a coffin a "burial casket," to marry is "to be led to the hymeneal altar," and one euphuist recently went so far as to call our Saviour "that eminent individual." Bad English is hurled at us from the pulpit; it is with us in our homes; it greets us upon the street; and a single session of the average school might furnish all the material, were such material needed, for the chapters on false syntax in all the "English grammars" ever printed.

The Harvard report for 1891 says: "One-half of the total number of candidates for admission to the Harvard Freshman class who presented themselves in June of the current year were unprepared in the department of Elementary English for admission to the college. They could not write their mother-tongue with ease or correctness. On the other hand, out of 414 applicants, but nine, or two per cent. were marked as passing the examination 'with credit,' as against twenty per cent. who failed wholly." The reports adds: "The present system therefore is radically defective. The difficulty also, so far as your committee is advised, is by no means confined to the advanced schools which fit for college. It permeates, in another form, the whole American grammar-school system." The voice from Harvard is the voice of all who have given the subject attention—colleges, business men, educators. Admitting the evil, how may we cure it? You have heard how the preacher expounded the text, "And without controversy, great is the mystery of godliness." "Yes, brethren, *without* controversy great *is* the mystery of godliness,—but controversy clears it all up." It is in the hope that "controversy" may bring us to some bit of firm ground that a few suggestions are made touching this most important "how" question.

Experience has taught us to have little confidence in the "let-alone" plan, once held quite widely, that to write good English it only necessary to get something to say.—"To learn how to write you have only to write; when you have something to say, you will be able to say it well enough."

This "do-nothing" method would have high educational value if our pupils were surrounded by safe exemplars. As one may acquire good manners by associating with ladies and gentlemen, so from a master of good English one may get much by a process of unconscious absorption. But in the absence of such exemplars it would be the height of folly to permit so important a subject to suffer for want of systematic attention. That such exemplars are not common is shown by the universal testimony of leaders in education that almost everything else is taught better than English. There is a striking lack of good teachers in English.

On the other hand, the deductive, "text-book" method has been equally barren of satisfactory results. Is it at all surprising that it should be so with the teacher who takes his pupils through the book, page after page, without regard to the needs or abilities of his class? What exhilaration the average school-boy must experience in the study of a book whose first page introduces him to "orthography," "etymology," "syntax," "prosody" and "orthoepy," the definitions of which he must learn, but need not necessarily understand! And how his interest must grow when at almost the next lesson he makes the acquaintance of the "surds," "sonants," "labials," "dentals," "gutturals," "nasals," and "sibilants." Is it any wonder that to escape this dread night-mare of rattling sounds he turns back to the preface and makes it read "Peter Reilly eats fishes and catches eels?"—a bit of necromancy of his own which he can understand and which appears to be quite as valuable as that he fled.

The text-book is a good thing as a book of texts, but a slavish following of the book has crushed the life out of many a school. For many years scientific teachers have condemned the practice of compelling children to memorize lessons from text-books; none the less it is the method most commonly employed in our schools to-day. Unless teachers do something to remove this reproach, there must inevitably come action of some sort from outside, action which, in all probability, will swing to the other extreme and do away with text-books entirely, as has been done in the schools of Munich in the study of the natural sciences, geography and history. In our schools to-day we are studying books about English, but giving very little attention to English itself. It is hard to understand why the language and its principles, its grammar and its literature, should not be studied in the concrete. Less than a quarter of a century ago, even our best schools taught the natural sciences after the memoriter method. The laboratory method came like a revelation, and its application to the natural sciences made them at once the most popular and best-taught branches in the curriculum. English to-day is where science teaching was a quarter of a century ago. It is searching for a method, and until that method is found and applied we have no right to expect other than superficial and unsatisfactory results in the teaching of the mother-tongue.

We must teach the subject both as an art and as a science, including grammar, literature, rhetoric and logic. The art must be learned as are all other arts, by constant and systematic practice under the direction of a competent instructor. The definition of Lily, Lowth and Murray, of grammar as "the art of speaking and writing correctly,"

has led many to teach technical grammar with a view to improving the spoken and written language of their pupils. The rules of syntax do not accomplish that end to any great extent. No mere learning of definitions or rules will do much in teaching the art of speech. That must be done, if it is done at all, by practical, thorough, every-day drill. This drill should begin in the home, continue through the schools of lower grade, and end not in the high school, not in the college, but only with life itself, each pupil being taught to love his native speech and to make it the object of his unceasing concern to "preserve his language pure and entire, and to speak it, so far as is in his power, in all its beauty and perfection." This training in the art is a fit preparation for the study of the science in the Grammar and High school grades. Grammar as a science is but the formal statement of certain laws or principles which have been accepted as governing the use of language. Usage fixed the practice, and from the practice the rules were gathered. Usage gave the Romans six cases, to the Germans it gives four, and to us three. It requires no great stretch of the imagination to conceive these interchanged. The practice being changed, the rules would also have to be changed. The science of language then has been drawn from the art of induction. Why should we not follow the same course in teaching it? Children are born investigators. They will find pleasure in the study of language in the concrete, and become acquainted with the laws of speech almost without conscious effort. The teaching, at first at least, should be entirely oral, with the sentence as the unit of thought. Begin with a simple declarative sentence, having a simple subject and a simple predicate. From the known lead to the unknown by easy and natural steps, giving special attention to thought-getting, and developing the habit of close and connected thought. By the inductive method grammar is the science of word-relations and the art of grasping those relations. The sentences selected for analysis should be taken from the masters of English, and each should be a classic. In some respects poetry is superior to prose in teaching analysis, because its freedom of arrangement early dispels the delusion that word order is a safe guide to grammatical construction. As parsing is but the description of a word according to its function in the sentence, it should not be introduced until by grammatical analysis the pupil has become familiar with the relation and value of words. The nature of the different classes of words which we call the parts of speech, thus, is learned before the pupil attempts to define them.

Notwithstanding the outcry against the use of diagrams, by the apostles of the so-called "new education," they would seem to serve a true educational purpose, and are abundantly justified by the use made of them in other work. In geography, history, logic, political economy, and statistical reports, diagrams are almost indispensable. Even the report of the Department of Agriculture has recourse to diagrams to present graphically certain facts and their relations. Shall we deny to language any instrument of which it can make use?

That the pupil has already learned the simple facts of the English language and has used them for years makes inductive treatment seem natural. Not only so, but as language is the medium through which other knowledge is conveyed, language teaching may, very appropriately, be made a part of other school work. Too much of our teaching runs along narrow grooves. A period of twenty minutes or a half hour is given to a text-book recitation in some particular subject, and during that period it is treason to think, much more to talk of any other subject, no matter what opportunity may be presented for waking up mind and developing the power to do. The hardest thing to do in the world, says Emerson, is to think. To teach successfully the teacher must be a thinker and a trainer of thinkers. The main work of the school-room is not so much to teach facts and formulas, as it is to lead our pupils into the mines of truth, put into their hands the tools by which it may be mined, and show them how to use those tools in digging and exploring for themselves. Among these tools none is more important than language as a mechanical aid to thought, as an instrument of record and reference, and as a means of communication. Every part of the school work then should be to a certain extent a lesson in language.

We owe English reparation, too, for the neglect of the past. When next the "waters are troubled" we should see to it that friendly hands are not wanting to bear the cripple to the healing pool.

Supt. McGinnes: Our work in English should have two ends in view: first, to secure the power to use the language; second, to secure the power to interpret and appreciate what others have written. For the first, the learner must have something in mind to express, a vocabulary, and ability to express thought. All our school exercises may be made helps in the study of language incidentally. What is possible in the direction of literature?—when, how, to what extent? Holmes' prescription of "a tumble into a library" is a capital one, and we should try to do something as near that as may be. To secure power of appreciation and interpretation, the only way is to read intelligently what is good—the best, considering the age of the pupils. It is important they should become accustomed to handle books other than text-books. What books

shall we use? Here is a list of fourteen books that I have been using: Æsop's Fables, Andersen's Fairy Tales, Kingsley's Water Babies, Seven Little Sisters, Dodge's Stories of American History, Robinson Crusoe, Swiss Family Robinson, Noble Deeds of Our Fathers, Hooker's Book of Nature, Hawthorne's Grandfather's Chair, Hale's Life of Washington, Burroughs' Birds and Bees, Whittier's Snowbound and Irving's Sketch Book. Pupils who have been accustomed to that kind of mental food are in little danger from bad books. Contact with the best is elevating from the first. It improves the character, and the effect on their speech is noticeable—they use good English, as it were, intuitively.

Supt. J. M. COUGHLIN said as the session was drawing to its close he would very briefly consider the subject assigned him,

THE GRAMMAR SCHOOL COURSE.

At the outset I want to emphasize what I said in a previous discussion, that where high schools are established the course must be continuous from the primaries up, and nothing like a break between the grammar and high school. This close relation helps us to one most desirable end—that the greatest number possible be encouraged to take the entire course. One reason why so few get to high school is that they are kept in lower grades to an age when they must go to work for a living; perhaps this point is not adequately considered in operating our courses of study. The usual course covers 11 or 12 years; the child is supposed to enter at 6, complete the grammar grade at 14, and the high school at 17 or 18. I think it fair to assume that the average child should be able to cover the ground in that time. But many of us have observed that a considerable number are forced backward upon the course; indeed, there are statistics which show the average age of those completing the grammar and the high school course only one year apart. Only those who get to the high school on time are likely to go through; the older ones drop out. The fault is rather in the operation of the course than in its arrangement. The high school teacher expects the pupil to complete the common branches before he comes up from the grammar grade; but seventy per cent. of the pupils cannot and ought not to complete arithmetic till about 17, and the attempt to do so is partly responsible for the forcing-back process I have described. To make a continuous course that will avoid this trouble, we must eliminate some things from the elementary work, and postpone some until later, when the mind is ready for them. There should be —one a sort of completeness at certain points at the end of the fifth school year, another at the end of the ninth; this would be at the end of the grammar grade, It would be better to have an additional year added to the grammar grade, and have all come up to it, than to add it to the high school and have the work of the grammar grade done there. It is after the third year in school that the children begin to get behind time. The matter and amount of work are arranged with reference to age, and when pupils are forced back, they grow too large and too old for the class, and drop out. I think we should try to do well what is done, and not to cram too much into the time, stuff the pupils with matter they cannot digest, and so destroy their appetite for knowledge.

Part of the difficulty is in the text-books. Our arithmetics are prepared with reference to the country schools, where the pupils are older—our younger children cannot be expected to master them. We must adapt work to ability, and not put the children into water too deep for them.

Technical grammar, if it find place in the grammar grade at all, should only be taught in the last year—I would be willing to drop it out, and use the time on something more valuable. After all, language is a growth; you cannot put it into the mind by training any more than you could produce leaves and flowers by educating a plant. We are often over-loaded with language books and exercises from books; the only way to get command of language is by actual practice. The book has its use in teaching, and for criticism; but what we want is that the pupil create something. In the high school there is a place for the advanced grammar work which appeals to the logical faculty. We would do well to give some algebra to our grammar grade, and send over some of the troublesome arithmetic and grammar work to the high school. We can teach elementary algebra here better than analytical arithmetic, because it is a more natural and concrete subject. I agree with what has been said here, that we could start the Latin grammar early with more profit than the English.

Analytical study of history does not belong to the course for pupils under fourteen. If you want more than mere knowledge of facts, you will fail to get it before the high school age.

The classified sciences—botany, geology, mineralogy, etc.—may be introduced here; the pupil learns to appreciate scientific methods of study. Nature studies arouse interest, develop power, and give additional incentive to go on through the high school course. I would say, carry along mathematics, science, literature, on parallel lines through the entire school life. We often hear that "children do not think"—perhaps not consciously or consecutively; but they recognize the relation of cause and effect sufficiently for elementary science work, and much good is done by introducing these nature studies in the grammar school.

My conclusion is that we ought to eliminate from the grammar course the parts of studies indicated, do more thoroughly what remains, and make the additions suggested. I believe all this would be in the line of prevention of the falling back I have alluded to; we could then promote a larger proportion of pupils from year to year, they would come to each grade at the proper age, their interest could be kept up, discouragement avoided, and more of them would have the time and the desire to go on through the high school.

Supt. Hotchkiss: We have no such trouble with pupils getting behind—we do not lose a year in average age in any grade. I must differ with the first speaker about algebra being easier to teach than arithmetic; I think, as I understand them and see them taught, that can scarcely be. I agree that too much is required in the way of generalization in the grammar grade. The complexities of involved business transactions found in the arithmetics do not belong there—nor anywhere in school, perhaps. But I would not place algebra below the ninth school year.

Supt. Coughlin: What I said, and say now, is that *elementary* algebra is easier than *analytical* arithmetic.

GRADUATING EXERCISES.

Supt. A. D. COLEGROVE, of Corry, was on the programme for this subject. He said he had not expected, up to within a day or two, to be able to be present, and had not prepared a paper nor collected information on the question; he therefore, asked to be excused and thought at this late hour it might be well to pass by this item of the programme, as there was more than enough work to consume the remaining time. Several members expressing a desire to hear his views, the Association declined to excuse him, and he opened the discussion as follows:

This is a matter on which I want light. I know there is difference of opinion about it, but there seems to be nothing in print to help one who, like myself, knows little about the matter. The only literature of the subject I have seen is the unprofitable kind furnished by carping newspaper criticism; every year we have a tirade about the young graduates. I suppose most of you have similar plans for conducting these exercises to the one we have followed for twenty years. The graduates write essays on subjects chosen by themselves and the teachers, these are criticised by the teachers, and finally read before a large audience in the public hall. We have our commencement in the evening; there are also addresses, music by an orchestra, presentation of diplomas. It is an occasion of considerable importance, and some features of it are open to criticism, and receive it. For one, I am tired of it, and would be glad to learn a better way. I may add that as we have but fifteen graduates, or thereabouts, there is room for them all on an evening programme.

The objections are several. One is that the essays are apt to be overwrought—the subjects beyond the power of the writers, or on the other hand, too simple to interest an audience. This leads to a stilted style, sometimes to plagiarism. Another objection is that pupils are apt to get too exalted an idea of their own powers and attainments—an unfortunate tendency. Again, such exercises are in no sense representative of the high school curriculum. Perhaps it may not be possible to do this any better, but it does seem sometimes as if it could scarcely be worse. Would it not be more in keeping to present some results of the work of the school in different lines—in physics and chemistry by striking experiments and the like? In some places there are recitations or declamations; I think these more objectionable than the original essays.

I spoke of unfavorable criticism. Probably that comes of the ignorance of newspaper people, in common with the public generally, concerning the work of the schools. They see us only on commencement day, and then not to best advantage, and our weak points are sharply handled. Perhaps if we could get nearer a representative exercise, they would at least find less to complain of.

There is also the objection to the extravagant display in dress on such occasions, which is not in keeping with the genius of the school system. One year we got our girls to appear in calico, and it was the most sensible-looking class we ever had. The usual style is a burden upon the parents of the majority, yet they feel obliged to assume it.

The question of the influence of these exercises on the pupils in the lower grades is worth considering. From the time they enter school, children look forward to commencement as a day of glory, and no doubt that helps to keep some in school. Perhaps it would not be well to do away with the thing entirely, if only on that account. As you have seen, what I need most is light on the subject: I hope to receive it.

Supt. Patterson: If one commencement afflicts the brother, what would he do with our three—two grammar and one high school? Our grammar school teachers did ask to be relieved, but such a wail went up that we said no more about it. Our people are willing to pay all it costs for the pleasure of seeing their children on the stage—and why shouldn't they have it, if it does give us a little more

work? We have no "carping criticism" to contend with; the reporters are good-natured enough to say some nice thing about each one. We have a crowded house—give out tickets for all the seats, and two for every standing-place, and then the people grumble that they can't get them.

Supt. Weber: May I ask how many charge admission for the exercises? [Ten hands were raised.]

Supt. Rupert: It is a great day in our town, and pupils other than graduates are anxious to take part.

Supt. Colegrove: I have felt that pressure too, but refused, thinking the evening should be given to the class.

Supt. Dean: At the end of the course there should be something to show to the people as evidence of the value of their schools. If your class is too large for all to speak, select the best half dozen and give them seven to ten-minute speeches. Last year our subjects related to the last three years of school life, and were so shaped as to give information to the people—it was enjoyed and appreciated.

Supt. Reed: The public commencement has come to stay, and we may as well make the best of it.

Principal H. W. Fisher, Pittsburg: It is well to eliminate from people's minds the idea that the commencement exercises are at all representative of school work, or of the essayists' ability. Every sane person knows that the essays are not the product of those who deliver them. Most of us have a multitude of sins to answer for in this connection. [Laughter.] The newspaper reporters are often boys fresh from the schools, and they have their friends and foes—sometimes they are encouraged to friendly criticism by a $10 bill—and their criticism is as worthless as the exercises. A farce like that does the people no good, and does the pupil harm—it should be eliminated from American educational life.

Supt. Hockenberry: That may be a true picture of some large cities—I hope not many. We think our pupils write their own essays. We have done away with what are called "honors." An evening session drew a crowd of sight-seers, many of whom we did not care to have; we now hold our exercises in the morning, and the people who attend do so from interest in the schools. Dress is a matter we cannot well regulate. The piling up of presents for some while others have almost none, is an evil which can be avoided by not allowing presentations at the hall. We make no charge for admission; a certain number of reserved seat tickets are given to the graduates, the rest of the hall is open to all. We know of nothing but good results from our commencement.

Supt. Harpel: I am glad to hear somebody say openly that original work is not to be expected. The people pay their money and come to be entertained, and we entertain them—why make any pretenses about it? The parents know the essays are written for the children, and why not say so? Where pupils are able to make a creditable effort themselves, encourage them to do so, of course; and if otherwise, let us help them, and nobody be ashamed of it. Even original essays could be but feebly representative of the course; if we want that, we must display results and give statistics.

Principal Stewart (Hollidaysburg): We have our pupils do their own work, and they do it reasonably well. They are trained in composition all along, and when they come to graduate they are able to write on subjects suitable to their age.

Principal Fisher: I ought to say that from personal knowledge of these communities, I believe that Chambersburg and Hollidaysburg are square; but it is not so generally in larger towns. It is a question of exhibition—the biggest window sells most goods. [Laughter.]

Supt. Harpel: The reason we sometimes make our windows show more than we have, is that our people demand of us more than we can give.

Supt. Coughlin: The attempt to cut down extravagance in dress has not been so successful as it deserves, but should not be abandoned. I have known of some dropping out of the class near the end because they could not afford the dress parade. There are many families to whom this means a great deal, and they should be encouraged to curtail an expense they cannot afford.

Supt. Patterson: We charge no admission. Tickets are issued to the undergraduates, teachers and directors, and the rest divided equally among the graduates, who give them to their friends. The matter of dress we leave to the people themselves; working people are as anxious about their daughters' appearance as anybody, and a good dress is not wasted—it can be worn afterwards. They

want a chance to exhibit their fine feathers, and get it. We do not select speakers—all speak who want to; but we excuse those who so desire.

Supt. Baer: We have about fifty graduates and fifteen speakers, selected for rank in class or fine delivery.

Supt. Mackey: It would be a good plan for each of us to send the others his next programme. We want variety, and would get hints from our neighbors.

RESOLUTIONS.

The Committee on Resolutions presented their report, through the chairman, Supt. Colegrove, and on motion, the report was received and the resolutions taken up *seriatim*. The following were adopted without objection:

Resolved, That the act prohibiting Boards of Directors and Controllers from expending the funds of the district for the purchase of books for school libraries should be repealed.

SCHOOL CENSUS.

Resolved, That a law should be enacted providing for the taking of a school census.

SUPERINTENDENTS' SALARIES.

Resolved, That the salaries of city and borough superintendents should be paid by the State as in the case of county superintendent.

Resolved, That the State Department be requested to furnish a form of Report Book, convenient in size and arranged for keeping a record of text-books furnished each pupil.

Resolved, That the part of the act which regulates the adoption and continuance of a series of text-books should be repealed.

The next resolution was read as follows:

Resolved, That the admission of pupils to the first primary grade should be limited to the beginning and middle of the school year.

There was some difference of opinion as to the propriety of this action, some members saying it could not be carried into effect as the law now stands; but on the question being put it was adopted—ayes 10, noes 3.

STATE NORMAL SCHOOLS.

Resolved, That such a modification of our State Normal Schools should be made as will render them strictly pedagogical in their character, as their name implies.

On motion, this resolution was laid on the table without a division.

This disposed of the report of the committee; but the chairman presented also four other resolutions, which he said were handed him by a member who had gone home. They were disposed of as follows:

DISTRIBUTION OF STATE APPROPRIATION.

Resolved, That it is the sense of this convention that the State appropriation in each district should be proportioned to the amount raised by taxation for school purposes.

On motion of Supt. Baer, this resolution was indefinitely postponed.

DUTIES OF SUPERINTENDENTS.

Resolved, That the duties of Superintendents should be enlarged so as to enable these officers to exert a greater influence for good in regard to school buildings and instructions in State Normal Schools.

Laid on the table, without a division.

PROVISIONAL CERTIFICATES.

Resolved, That the law in regard to certificating teachers should be so amended as to gradually eliminate the provisional certificate, and advance the standard of professional and literary qualification.

Supt. Dean: We would lose some good teachers by that, I am afraid.

Supt. Baer: I see no necessity for this. Superintendents have the matter in their own hands, and can make provisional certificates as scarce as they think necessary. The end can be accomplished without legislation.

The question was put and the resolution was voted down on a division—ayes 7, noes 10.

TRAINING SCHOOLS.

Resolved, That the time has arrived when no School Board should employ teachers not professionally trained, and to aid boards in the establishment of teachers' training schools, a special appropriation should be made to them by the State.

Supt. Hockenberry: There are good teachers who have no such training, and there are some who do have it who are failures. I think this goes too far.

Supt. Hotchkiss: Giving the most liberal construction to the words "professionally trained," there would not be nearly enough teachers to fill the places. We are not ready for such a radical declaration. I move to strike out this resolution.

It was voted down without a division.

Supt. Baer offered the following, which was adopted:

CITIES OF THE THIRD CLASS.

WHEREAS, The Act of 1889, in reference to public schools, repealed a similar Act of 1874; and,

Whereas, A few years ago Judge Clark, of the Supreme Court, declared that part of the Act of 1889 applying to cities of the third class unconstitutional; and,

Whereas, We always had a great deal of

diversity in school affairs in cities, and to this diversity is now added uncertainty; therefore, be it

Resolved, That we respectfully request the Department of Public Instruction to inquire into this matter, and, if possible, secure at the next session of our Legislature such legislation as will promote the best interests of our city schools.

Resolved, That it is the sentiment of this convention that our Boards of Control in cities are generally too large, and that the nearer we would approach the original number of six to a district, elected on a general ticket, the better it would be for all parties interested.

Resolved, That we pledge the Superintendent of Public Instruction our cordial support in this work, and will do all in our power to seek for him the co-operation of the cities we represent.

RESOLUTIONS OF THANKS.

Supt. Mackey offered the following, which was adopted:

Resolved, That we recognize and appreciate the interest and courtesy of the Editors of *The Pennsylvania School Journal* in taking a complete report of the deliberations of this convention, and in making them a matter of public record.

Supt. Hockenberry offered the following, which was adopted:

Resolved, That the thanks of the Convention are tendered the Pennsylvania Railroad Company, through Supt. Bannard, for the use of the hall for our sessions.

FUNCTIONS OF SUPERINTENDENT.

This subject had been assigned to Supt. Missimer, of Erie, who could not be present. The discussion was therefore opened by

Supt. Patterson: In practice, a Superintendent is elected by the directors and set to work to carry out their ideas. His special functions are not defined by law. Dr. Higbee held that the directors' duty was to build, light and heat school houses, employ and pay teachers, but the teaching was the business of the superintendent, and he should be held responsible for it. Directors do not always think so. There was once a Yankee teacher came down into Pennsylvania, and at the opening of school he showed a series of switches graded to the size of the children, and remarked that those were his principles, and by them he would run the school. This spirit of barbarism is not yet extinct among parents, teachers or superintendents. Some of these officers think it is their privilege, if not duty, to go into a school and say and do whatever they please in the way of finding fault—I have seen such a performance, and been so ashamed that I got out of the room as soon as possible. I think the functions of the superintendent may be summed up in a word—he is to *help* the teachers in every possible way. As the child should feel toward the parent and teacher, so should the teacher toward the superintendent. If you have this state of things, you are good superintendents.

Supt. Harpel: That is very true—but in practice we find our duties more complex than that summary seems to make them. Keeping in mind always that the school is for the pupil, there are difficult points enough to occupy our time here for hours. Visitation involves delicate and trying situations—it requires tact to reach the pupil through the teacher in the most helpful way. The best help is given when we elevate the ideals of the teacher. It is no easy task to gather up the best and wisest and worthiest of each and implant it in every other—to dispense honey, and not the poison of harsh and unkind criticism.

Supt. Dean: I wish to ask how many superintendents knock at a school-room door before entering? [A few hands were raised.]

Supt. Hockenberry: Why should we? There is less disturbance if we enter quietly, without unnecessary ceremony.

Supt. Harman: We do not knock at our own doors at home, and we should be as welcome in school, and feel as free.

Supt. Rupert: If we were teachers, would we expect our superintendent to knock? Apply the golden rule.

Supt. Keith: It is all right to tap on the door, but you need not wait to enter, where you are a frequent visitor. In large cities, where you only get round once in a while, it will be natural to make your call a little more formal.

Principal Fisher: I think some of us would be struck dumb if Supt. Luckey were to knock at our doors when he visits us. He walks in while we are busy, takes a seat and observes the work, often some time before we know he is there, and sees more in five minutes than he would in half a day's formal call. We principals do the same—our teachers and children feel more at home with us so, and we like that. We do not mean to be considered strangers.

Supt. Patterson: It never struck me as necessary. I do not do it at home, and

probably should not here had I not seen Brother Keith do it.

ADJOURNMENT.

President Foose said the hour of adjournment had come, and he hoped that his successor would be as well supported as he had been, when we meet at the State Capital, next year. This meeting has done good work, and the new Executive Committee will doubtless see that we do not go backward. He hoped to see all who are here, and many more, at Harrisburg next winter.

There being no further business, convention adjourned finally.

MEMBERS IN ATTENDANCE.

The following is a complete roll of the members in attendance during the sessions, with their districts:

City and Borough Superintendents: D. S. Keith, Altoona; J. M. Reed, Beaver Falls; Ebenezer Mackey, Butler; W. H. Hockenberry, Chambersburg; A. D. Colegrove, Corry; Lemuel O. Foose, Harrisburg; David A. Harman, Hazleton; R. K. Buehrle, Lancaster; Cyrus Boger, Lebanon; John A. Robb, Lock Haven, J. I. Robb, Lower Merion Twp., Montgomery Co.; Henry V. Hotchkiss, Meadville; S. O. Goho, Milton; Samuel H. Dean, Mount Carmel; Joseph K. Gotwals, Norristown; William W. Rupert, Pottstown; B. F. Patterson, Pottsville; Samuel A. Baer, Reading; William F. Harpel, Shamokin; L. E. McGinnes, Steelton; Addison Jones, West Chester; James M. Coughlin, Wilkes-Barre; Samuel Transeau, Williamsport.

County Superintendents: Henry S. Wertz, Blair; A. G. C. Smith, Delaware.

Principals and Teachers: L. S. Shimmell (Prof. of German), Harrisburg; J. A. Stewart, Holidaysburg; John A. Cessna Logan Twp., Blair Co.; H. H. Weber, Middletown; Geo. L. Maris, (George school), Newton, Bucks Co.; H. W. Fisher, Pittsburg; A. J. Harbaugh, Waynesboro.

Normal Principals: G. M. Eckels, Shippensburg; D. J. Waller, Indiana; Martin G. Benedict, Edinboro.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, MARCH, 1894.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

N. C. SCHAEFFER. - - - - J. P. McCASKEY.

THE Free List of *The School Journal*, which is mailed out monthly with our general list to subscribers, has for a number of years been about *five hundred copies*. It includes all the State Superintendents of Public Instruction in the United States; all the City, County and Borough Superintendents of Schools in Pennsylvania; all the State Normal Schools; reading rooms in different directions, and many individuals prominent in the educational field, in newspaper work, in the pulpit, and in other lines of humanitarian effort throughout the country, where we have thought such gratuitous distribution might mean the sowing of good seed. Many of these people would not think of subscribing for an educational journal, but, coming to them as it does, they are sufficiently interested to look through it, and so, at times, find suggestion that has been profitable to themselves and others. There is much missionary work to be done in the world among all classes of people. "A sower went forth to sow." The *Journal* would continue to be—as it has always been—a "sower."

IT is sometimes said that Philadelphia educates one-tenth of the children of the State, and receives one-fifth of the school appropriation. Her percentage of attendance, as compared with the population and the number of taxables, is lower than that of any other city in the Commonwealth. To what extent is this due to the private schools which are maintained and managed by the Friends, the Catholics, and other religious bodies? An answer to this question may put a new phase upon the problem of an equitable distribution of the State appropriation.

FEW persons are aware of the fact that Pennsylvania ranks first among the States in the quarrying of limestone and slate, and second in the yield of sandstone and bluestone. The total value of the granite output in 1889 was $623,252, and of marble $41,850, no inconsiderable sum.

The value of the coal that was mined and of the iron and iron products that were put upon the market exceeded in value the gold mines of California. Even the mountains of our State, which con-

tain no valuable minerals, should not be despised. "Mineral value," says Prof. Lesley, "is not the only kind of value. The true worth of the mountain land is to cool the air and condense its moisture into rain, to feed the streams which supply the valleys, and to preserve the forests. For such benefits as these the inhabitants of the Great Valley should be ever thankful to the North Mountain, without looking so fine a gift horse in the mouth, or pining for gold and silver mines, which are, after all, not half so desirable as fertility and water power."

In length of school term Pennsylvania ranks thirteenth among the States of the Union. If the best use is to be made of our fields and forests, our mines and quarries, our streams and water-ways, if full advantage is to be taken of our climate, our soils and our other resources, we must give our pupils school facilities equal to those of our adjacent States. With considerable irony a member of the last legislature said of the recent meeting of the State Board of Agriculture that it devoted one hour to the boy and a day and a half to the cow. If, however, the knowledge elicited by the discussion of the dairy and dairy products is made accessible to the farmers' sons, we may be justified in claiming that all the sessions were ultimately for the benefit of the boy.

ONE of our exchanges, the Chambersburg *Public Opinion*, says: "The *Pennsylvania School Journal* for February should be carefully read by every Teacher and Director of the State. The number is made up of most pointed and instructive articles on ethical and intellectual topics which are engaging the earnest thought of the educators of the age. The whole drift of the *Journal* is to stimulate Teachers and Directors to a deeper interest in the discharge of the important trust committed to them."

IN the early days the fertility of the soil, the peace which Penn made with the Indians, his liberal offers to all settlers regardless of their creed, attracted emigrants in large numbers from England, Ireland, Scotland, France and Germany. The development of the coal mines and the slate quarries, and of the industries which depend upon coal, iron and natural gas, have in recent times attracted people from every country in Europe. Some teachers in Pennsylvania can point to eight different nationalities in their schools. Newspapers are printed in a dozen different tongues. Upwards of seventy periodicals are printed in the German language.

THE full Executive Committee of the Pennsylvania State Teachers' Association was in session at Altoona on January 26, and substantially completed the programme for the meeting at Media in July. The time agreed on was the first week in July, and the character of the programme promises interesting and useful work. No doubt the attendance will be large.

THE University of Pennsylvania is now one of the four great Universities of America. The total enrolment of students is 2180, and the total number of professors and instructors in all departments is 268. The new library building is a magnificent structure. It contains 115,000 bound volumes and considerable more than that number of unbound volumes. Louis XVI. was one of the donors of books in the last century. The University occupies upwards of twenty buildings. The catalogue is an octavo volume of 388 pages.

THE Agricultural Society of Berks county has decided upon having a school exhibit at the next annual fair. Prof. H. G. Hunter of Birdsboro has been appointed chairman of the committee to gather and arrange the exhibit from the various schools: it will serve to wake up the backward districts, even if there is danger that the more ambitious pupils may waste valuable time on show work.

AN exchange, in speaking of the early recollections of the Sunday-School, says: "The impressions of childhood become deeper in age. Time cannot erase them, clouds not eclipse them. They are an inestimable force in the foundation of character, and the determination of the trend of our life. There are social memories, by which the sweet intercourse of the home is revived. We live again in the old barn-yard, we sleep in the old bed, we hear the parental voice. We play with the boys and girls in the same old school-house, and hear the master's rules and feel his rod. But more lasting than the social are the religious experiences of childhood. Companions and

homestead and school-house may be forgotten. These are temporal and will pass away. But the soul's awakening consciousness of an eternity, a divinity, a fatherhood and sonship, cannot pass away. We shudder at the struggles that we have have gone through, but we rejoice at the victories that have been won."

MR. JACOB HEYSER, of the School Department, has been gathering the statistics of the colleges for the purpose of ascertaining how many students from other States attend the colleges in our State, and how many Pennsylvanians go elsewhere in order to get a higher education. He found in the colleges to which they are likely to go, an aggregate of 546 names; and the catalogues of our own colleges reveal an attendance of 992 from post offices outside of the State. The former aggregate can be somewhat increased by consulting the catalogues of more institutions. On the other hand, if the professional schools were included, the balance in favor of Pennsylvania would be augmented. It is a fact of which we may well be proud that our higher institutions are so highly esteemed in other States and in foreign lands.

IT was a pleasure to learn that an old college friend, Rev. Nevin F. Fisher, has charge of the fine Catholic high school at the corner of Broad and Vine streets, in Philadelphia. The attendance has reached five hundred, and as the school has been endowed no tuition is charged, and the text-books and other supplies are given gratuitously.

THE ALTOONA MEETING.

THIS number of *The Journal* is given up to the proceedings of the convention of City and Borough Superintendents at Altoona. These officers have something to say to the State; and they have been reported by Mr. J. D. Pyott with his accustomed fulness and accuracy. The attendance was fairly good. The papers and discussions will repay careful reading. Making allowance for the narrower field of view incident to segregation of a particular class, the gain in closer study of problems peculiar to town schools, by trained experts in actual service, amply justifies the organization and continuance of this Association.

The High School came to the front among the "urgent needs" presented by President Foose, and held first place throughout the meeting — high-water mark being reached in the address of Dr. Jeffers and its discussion. There was unanimous demand for a minimum standard course, and the large extent of common ground conceded by men of widely diverging views is a most promising sign. If the college men bring to the pending readjustment the same "sweet reasonableness" which was here manifested on all sides, that necessary work will be well done. Though there be no "royal road" to learning the spirit of these days looks to making the road at least continuous, so that all who have ability and purpose may advance without mechanical obstruction. The high school has come to stay. It is recognized as a needed link connecting the elementary with the higher education; and we agree with Dr. Jeffers in regarding its true place "just below the college" rather than "just above the elementary school."

The Normal Schools came in for their usual share of criticism more or less just; but here too the spirit of the discussion, notably that of their defenders, is confident and hopeful. Admitting the need of improvement, they stood upon the solid ground of their usefulness and necessity, deprecating destructive and welcoming constructive criticism. It is amusing, in the later years of this protracted discussion, to hear our friends the ex-Normal principals so frankly pointing out to their successors the weak places in that system. There's a world of human nature in people. Is it also evidence of the broader culture that comes to the man who looks at the shield from both sides?

The prominence given all along the line to good reading—the reading of good books—in all the schools, is another sign of promise. Literature is no longer to be taught on the skeleton plan, but as a thing of life. The town schools seem to be setting a worthy example in this regard. We hope to see it followed everywhere.

Needed legislation received attention in the President's address and in a paper by Supt. Buehrle. The unequal distribution of the State appropriation, a matter of great importance to every school district in the commonwealth, was brought out by County Supt. Wertz, of

Blair. We are surprised and somewhat disappointed that the proposition looking o a more equitable division was defeated vithout any effort to suggest or present better plan than that on which the distribution is now made. Did self-interest n the part of the cities and towns influnce this vote?' The righteous rule of quity is always the Golden Rule.

The recommendation of a census for chool purposes, and of the repeal of the lause preventing purchase by directors f school libraries, are in line of progress. Ve cannot say so much for the refusal to pprove a gradual elimination of provioonal certificates. The repeal of the aw requiring three years' retention of ooks once adopted was advocated and pproved on the ground that the free ook system makes it useless. The delaration that "the time has arrived when o School Board should employ teachers ot professionally trained" was premaure in view of present facts, if intended be of general application, and was not pproved; also the request for special ppropriations to city training schools. Ve think, too, it would not have been rise to adopt the recommendation that tate Normal Schools be now limited to xclusively pedagogical lines. The proosed legislative provision for cities of the hird class strikes us as unnecessary for ne purposes suggested in the resolutions, ince all cities desirous of doing so may sk for the repeal of their special laws nd do as Wilkesbarre has done—fall ack upon the Act of 1854, and elect their x directors on the general ticket under ne general law.

The discussion of grade meetings was uggestive of practical points. In the natter of graduation exercises there has een unhappy experience: better things -morrow. Supt. Patterson's summary f the functions of a Superintendent—to elp the teacher in all ways—is a good ne. We take pleasure in commending wide-awake teachers Supt. McGinnes's st of books for school reading.

This brief sketch is intended only as a nger-board to the report, which will reay both careful reading and study.

—It would be wrong to pass by one otable fact, which bears directly upon nat moral education of the people which above the intellectual, namely, that in nis great railroad town, the convention net in the depot hotel—the best in the lace—in which there is no bar for the sale of intoxicating liquors, but, in its stead, a public library and annexed assembly hall, which would be a credit to any city of its class. Score that to the credit of a corporation. Like charity, it will offset "a multitude of sins." The substitution of books for bar, literature for liquor, by the "powers that be," has its legitimate effect in the quiet streets and nominal police of the Mountain City.

THE GODDESS EDUCA.

IN a recent article on "Christianity and Paganism," by St. George Mivart, in *Nineteenth Century*, he says: "The early Romans were a serious, practical and prosaic people, who, in spite of their bravery, were more given to fear than hope, and dreaded, as well as respected, the gods they scrupulously worshipped. Among them were some extremely matter-of-fact deities, such as *Vaticanus*, who caused the new-born infant to emit its first cry, and *Fabulinus* to pronounce its first word. *Educa* taught it to eat, and *Potina* to drink; *Cuba* watched over its repose, while four goddesses presided over its first footsteps."

Dr. Thos. H. Burrowes always held that that the word *Education* is derived from the old verb *educo*, *educare*, which means "to feed;" and not from *educo*, *educere*, "to lead out." His theory of education held that for the child there must be much more feeding in, with wholesome digestion, for building up (*instruction*, *in-struo*, *structum*), than "leading out" or "drawing out," or whatever other reading may be given for *educere* and its natural derivative *eduction*.

Good food, wise feeding, good digestion, proper assimilation of food, healthful exercise physical, mental, and spiritual in the *curriculum* (race-course, place for running), all this with a perennially good appetite, would seem an ideal method for insuring growth and development to a human being from infancy to manhood or womanhood. One derivation suggests all this, the other makes one think at times of

> Dropping empty buckets into empty wells,
> And growing old in drawing nothing up.

Not so bad as that, of course; but there are those who teach as if they held to some such theory of methods.

We are pleased to hear from the Roman goddess Ed-*u*-ca.

GOOD NIGHT.

VOLKSLIED.

Moderato.

1. How soft the hap - py even - ing's close, 'Tis the hour for sweet repose, Good night! The sum - mer winds have sunk to rest, The moon se - rene - ly bright, Sheds down her calm and gen - tle ray, Soft - ly now she seems to say, Good night!
2. These tran - quil hours of so - cial mirth, Form the dear - est ties of earth: Good night! And while each hand is kind - ly pressed, Oh, may our pray'rs to heaven, With hum - ble fer - vor be ad - dressed, For its bless - ings on our rest: Good night!
3. Oh, how each gen - tle thought is stirred, As we breathe the parting word: Good night! Could we but ev - er feel as now, Our hearts with love up - raised, And while our fond af - fec - tions flow, Hear in mur - murs soft and low—Good night!

dim. *rit.*

THE BETTER WISH.

HENRY RUSSELL.

R. R. If I had but a thousand a year, Gaf-fer Green, If I had but a thousand a year! What a man would I be, And what sights would I see, If I had but a thou-sand a year, Gaf-fer Green, If I had but a thousand a year!

G. G. The best wish you could have, take my word, Robin Ruff, Would scare find you in bread or in beer; But be hon - est and true, And say what would you do, If you had but a thou-sand a year, Rob-in Ruff? If you had but a thousand a year!

R. I would do, I scarcely know what, Gaffer Green,
I would go, faith! I hardly know where,
I would scatter the chink
And leave others to think,
If I had but a thousand a year, Gaffer Green!
If I had but a thousand a year!

G. But when you are aged and grey, Robin Ruff,
And the day of your death it draws near,
Say, what with your pains
Would you do with your gains,
If you then had a thousand a year, Robin Ruff?
If you then had a thousand a year?

R. I scarcely can tell what you mean, Gaffer Green,
For your questions are always so queer,
But as other folks die,
I suppose so must I— [Ruff?
G. What! and give up your thousand a year, Robin
And give up your thousand a year?

There's a place that is better than this, Robin Ruff,
And I hope in my heart you'll go there,
Where the poor man's as great,
R. What! though he hath no estate?
G. Yes, as if he'd a thousand a year, Robin Ruff,
G. & *R.* Yes, as if he'd a thousand a year.

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DESTRUCTION FROM FOREST FIRES IN PENNSYLVANIA.

PROF. WM. A. BUCKHOUT, VICE PRES'T PENNA. STATE COLLEGE.

THE time of the year is at hand when forest fires are wide-spread and destructive. So common have they become in many parts of our State that their appearance causes but little surprise, and they are looked upon almost as a matter of course, little if anything being done to prevent or extinguish them, unless they threaten to involve specially valuable timber, fences or buildings. On our mountain and other lands from which the usable timber has been pretty fully gleaned fire is almost an annual occurrence. The drying winds of spring put the loose combustible matter in such condition that the slightest spark starts a fire which spreads with great rapidity, often involving several square miles of territory, and extending to a distance determined only by the character of the weather and the amount of young sappy growth encountered. The common opinion seems to be that no great harm is done, since there is so little visible which has any market value; and hence our mountain and other lands which should be in process of reforestation are periodically burned over, and even the owners appear to pay little heed to it. Every one admits that if fire could be kept out new tree-growth would gradually get a foothold, and in time complete reforesting would take place through seedlings and sprout growth. In favorable places which have been protected from the inroads of fire, this second growth has often become an important factor in the timber supply; and in some parts even of the older settled districts there is now a greater acreage of timber than there was forty or more years ago, just after the original growth had been removed. But since this reforesting is a slow process, and under present conditions the danger from fire so great, few pay adequate attention to the matter. It does not seem to be worth what it will cost.

While the value of this second growth is a prime reason for using all means necessary to secure it, there is another reason for so doing, namely, because of the generally beneficial climatic value which a moderate proportion of woodland gives. This climatic influence, difficult to state exactly, consists in part in the mechanical protection which a well-wooded surface affords against very rapid melting of snow, and the eroding, plowing action of mountain torrents, in protection from severe winds, and, in part, in the more uniform moisture and heat imparted to the surrounding atmosphere. Small and difficult of measurement as such influences may be over an acre of ground, they become great over square miles of territory, and no better bulwark can be secured against the periodical washing and gullying of

freshets than through the maintenance of our mountain and other forests. Forest fires thus destroy the new growth which would in time be of direct money value, and also open the way to and permit those extremes of flood and drought, and those destructive winds, which render more precarious and uncertain all our labors. Not only this, but there is still a third reason why they are such a serious injury, namely, because they destroy those conditions of soil and surface which make forest growth possible. For, on mountain and rocky land particularly, the most serious bar to tree growth is the extreme thinness and poverty of the soil, derived from rock disintegration and the accumulation of organic matter. Anything which interferes with this natural process by which all soils have been produced, by so much prolongs the time before trees can gain a foothold, and by so much retards their rapidity of growth. Fires, by consuming the leaves and twigs, leave a mere film of ashes in place of the decomposing mass which is so potent in the production of a soil. This is swept away by the first rain or strong wind, and any district periodically burned over loses more or less fully this beneficial covering. For these reasons the destructiveness of forest fires, although not readily estimated in dollars and cents, is none the less real, and the necessity for their prevention or better control none the less imperative.

We find that the causes of forest fires vary greatly in different localities, and that from the circumstances of the case, they are often difficult to detect. There can be no doubt, however, that these fires are frequently due to criminal carelessness and indifference on the part of hunters, fishermen, berry pickers, and the like. Such persons being permitted to range at will for some minor purpose, are indifferent to, or contemptuous of, the potent value of wild lands, and, since little of direct value is in sight, think but lightly of starting a fire which may get beyond their control, or even of firing directly if it suits them to do it.

Men who are fully alive to the value of buildings and bonds, and would never think of applying the torch to them, have sometimes no hesitation in starting a mountain fire, which may burn over square miles of territory before it stops, and do inestimable damage in destroying forest conditions. It is against such ignorance, indifference, and malice that we should lift a warning voice, and enlist all the forces at our command. Forestry, in this country, with all its attendant benefits, can never take a strong hold and become well rooted in our economy until this state of affairs becomes radically changed.

It is a standing menace to any effective forest legislation or practice. It renders all our efforts weak and uncertain, causes the withdrawal of what little capital is invested in lands capable of reforesting, and, if continued, will make all such lands as barren and unproductive as a Sahara, in spite of our favorable climate and the spasmodic efforts of nature to repair the injury. More than this, it will react more or less directly upon our use of cultivated land, and, indeed, upon all industries, since they are so intimately bound together that the prosperity of one is the prosperity of all.

How to remedy or improve this lamentable condition of affairs is the practical question which confronts us to-day. We have some laws upon the subject, and although they are generally admitted to be imperfect and but partially effective, it is equally evident that they are not put in operation as they should and might be, if all persons were to insist upon their right under them. Before we can hope for thoroughly effective and satisfactory laws of any kind, we must determine by fair and full trial the operation of those already in existence. The laws of general application and force at the present time are two.

1. An act to protect timber lands from fire, approved June 2, 1870.

Whereas, It is important to the people of the State that timber-lands should be protected from fire, which, owing to malicious conduct and carelessness of individuals, is causing vast havoc to the young growing timber, especially among our mountains; therefore,

Section 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in general assembly met, and it is hereby enacted by the authority of the same, That it shall be the duty of the commissioners of the several counties of this Commonwealth to appoint persons under oath, whose duty it shall be to ferret out and bring to punishment all persons who, either wilfully or otherwise, cause the burning of timber lands, and to take measures to have such fires extinguished where it can be done; the expenses thereof to be paid out of the county treasury, the unseated land tax to be the first applied to such expenses.

By act approved May 19, 1871, the county of Lycoming is exempted from the provisions of the act of June 2, 1870.

Few persons have taken advantage of the privileges conferred by this law, partly, perhaps, from ignorance of it, and partly because of the trouble involved. It is obvious that the application for appointments under the act must be made before a fire occurs, when it is suspected only that there is danger of fire, since evidence can be but rarely obtained afterwards. There is apparently no good reason why this may not be done. Should the law then prove ineffective or unwise, it should be amended or repealed. At present it is practically a dead letter.

2. An act to prevent the burning of woods in any of the counties of this commonwealth, approved June 11, 1879.

Section 1. Be it enacted, etc., That any person or persons who shall wantonly and wilfully kindle any fire on the lands of another, so as to set on fire any woodlands, barrens or moors, within the limits of this commonwealth, shall be guilty of a misdemeanor, and on conviction thereof shall be sentenced to pay a fine not exceeding $300, and undergo an imprisonment not exceeding twelve months, or either or both at the discretion of the court; and prosecutions for such offenses may be commenced at any time within two years from the commission thereof.

Section 2. Upon the conviction of any person or persons from any of the offenses aforesaid, the commissioners of the county in which such conviction is had, shall pay to the prosecutor in every such case the sum of $50 out of the county treasury as a reward for the apprehension and conviction of the offender, and the defendant or defendants shall pay the same, with the costs, as in other cases, into the hands of the sheriff for the use of the county, and nothing herein contained shall prevent the prosecutor from being a competent witness in the prosecution aforesaid.

Cases and convictions under this act are likewise of infrequent occurrence. It is seldom that satisfactory evidence can be obtained.

A large portion of the land exposed to firing is the property of companies or nonresidents, and protection does not seem to them to be worth what it costs. A further complication arises from the ease and freedom with with such lands are overrun by a miscellaneous horde of hunters, fishermen and berry-pickers, who are, for the time being, as the owners themselves, cutting, burning, destroying without let or hindrance. Against them the ordinary laws regarding trespass are seldom enforced.

These laws which give large control into the hands of an owner are, on the whole, but little employed, from fear of incurring ill will and malice, and too often from a greatly mistaken idea of the insignificant values threatened and impaired by such trespassing.

We need a radical change of practice in these regards. Notwithstanding the laxity of public sentiment and the imperfectness of our laws, it is possible to accomplish a good deal if there is community of action.

Let all organizations, not only of granges, farmers' clubs, and agricultural societies, but also all bodies which own or control our forest lands, combine to apply and enforce the laws regarding trespass and firing, and agree to support one another in so doing. Judicious action of this kind could hardly fail to inaugurate a new era, and to pave the way for a new law whereby some township officer, perhaps a new one, shall be a fire-warden, required to be on the alert to prevent fires, and empowered to summon help to extinguish or surround them. The time has arrived and seems favorable for this radical change. And no state is more in need of it, or will be more benefited by it, than Pennsylvania. With a large acreage of land unfitted by nature for any purpose but forestry, and admirably placed for conferring continuously all those benefits which flow from the preservation of a liberal percentage of land in forests, its greatest lack is adequate protection from fire and trespass. This is both a disgrace to our civilization and an injury to our prosperity. The remedy lies with the people themselves. They should not be slow to apply it.—*Bulletin No. 23, Pennsylvania State College Agricultural Experiment Station.*

"Come here!" I sharply said,
And the baby cowered and wept;
"Come here!" I cooed, and he looked and smiled,
And straight to my lap he crept.

The words may be mild and fair,
And the tones may pierce like a dart;
The words may be soft as the summer air,
And the tones may break the heart.

For words come forth from the mind,
And grow by study and art;
But the tones leap forth from the inner self,
And tell what is felt in the heart.

6000 SQUARE MILES.

IN a recent lecture in Philadelphia upon "The Relation of the Forests to the Commonwealth," Prof. J. T. Rothrock, our Commissioner of Forestry, and the foremost authority in Pennsylvania upon trees and plant life in general, considered the relation of trees to the soil, and pointed out how the forests serve to keep the soil in place. He referred to the discovery, settlement and cultivation of this continent in the space of four centuries as one of the most remarkable events in the history of the world, and then went on to show how the destruction of the trees was begun by the settlers, and carried on to such a vast extent that very serious consequences are to be feared, if measures are not taken to restore the devastated forests. He told how he had traversed vast tracts of pine lands in the South, and had observed how they had been barked for the resinous substances which they contain, and were thus doomed to premature decay and death.

A number of views illustrated how the forests of Pennsylvania have been destroyed, so that there are now, in consequence, 6,000 square miles of unproductive land in the State, more than one-eighth of its entire area.

Other views illustrated how in the valley of the Juniata, which the speaker called a nursery of floods, great loss of property has been sustained through freshets. He next explained how the trees produce soil and serve to keep it in its place, and said we are now face to face with the problem whether we would allow this protective power to be swept away. Every 24 hours, he declared, 25,000 square miles of timber are swept off the face of our country.

He denounced the burning of forests, and hoped that the sentiment would become general that the man who fires a forest is as bad as the man who steals a horse. He argued that, as the forests make the State valuable, the State should pay for them by diminished taxes, so that it might be more profitable for the owners of timber lands to retain the trees than to clear them off. He explained the relation of the trees to the atmosphere, and described, in illustration of the beneficent effects of the forest, the climate on the Pacific slope.

In concluding, he made a plea for the *culture of trees in* cities, and showed, among other illustrations, a view of the famous Dundas-Lippincott Elm, growing in the grounds of the old Dundas mansion, Broad and Walnut streets. This splendid specimen tree Professor Rothrock pronounced one of the noblest products of nature that God has allowed to remain in this city, and he hoped for the honor of Philadelphia, that not a man or woman would remain silent or fail to protest against its destruction, should that at any time be contemplated.

TYNDALL'S INFLUENCE.

UPON THE TEACHING OF THE NATURAL SCIENCES.

FITLY to appreciate the part, the mighty part, which John Tyndall has played in the education of this century, one must compare things as he left them with things as they were before that 11th of February, 1853, when he made his *début* as a lecturer on scientific themes. Until the days of the Quaker George Edmondson, the Principal of Queenwood when Tyndall first knew it, there had been in English schools no such thing as the teaching of practical science, and very little science of any other sort. Chemistry and physics and their sister sciences had been generally looked upon as the costly and unprofitably hobbies of riper years, and of ample means and leisure. To the "masses" the world of science was still, despite the labors of Faraday, a thing forbidden; and none dreamed that it could ever be accessible to them; few even desired it. That Wonder which is the mother of knowledge was not yet born, for the man who was to bring it to the birth was not yet. And now? The change is hard to state and harder still to realize; and if the beginning of the change was with Edmondson, the fostering and quickening of it was with Tyndall and his fellow-workers. In one of his writings he tells how his ancestor, Wm. Tyndall, boasted "that he would place an open Bible within reach of every plough-boy in England." In the same spirit the descendant, John Tyndall, made it his purpose to put the secrets of science within the ken of all; and he did it not so much by going out into the highways and hedges and dinning the *a b c* of physics into the ears of the uninitiated as by showing to them the marvels that might

be enjoyed for the asking, and by awakening in his hearers the desire to know. Most accurate of workers himself, and safest of logicians, he had the gift of clothing the most abstruse and forbidding of subjects in language so simple that all could follow, so vivid that few could forget; and it was a wonderful testimony to his powers that the lecture hall was crowded to hear him speak on such seemingly uninviting matters as the "Influence of Material Aggregation on the Manifestation of Force."

Dr. Frankland relates an instance of Tyndall's method of illustration. He was answering the ancient *crux*, "Why is the sea blue?" He had propounded the scientific answer to the problem; he went on to find some parallel which should fix it in his hearers' memories. "And thus the blue eyes so much admired among the ladies of my audience owe their charm essentially to muddiness! Why do I give such instances? If I told you merely the dry scientific explanation, you would go away and straightway forget; but these illustrations stick in your minds, and you cannot forget them." Yet Tyndall was the last man to do anything which might debase or vulgarize his subject. He valued knowledge for its own sake, and wished others to share an enthusiasm like his own. In one of his public addresses he took occasion to say that in his view the man of science should work with no eye even to practical results and utilities, though these might and would accrue incidentally, but solely with the desire of knowing nature.

It is just forty years since his first lecture caught the public ear, and, with the exception of the last six years, all that time was spent in ceaseless effort to extend the knowledge of nature. At the beginning one enthusiast introducing the study of chemistry into his school, at the end scarce a school in the kingdom that has not some sort of equipment for the teaching of science—institutes and laboratories multiplying on all hands, professors and lecturers more than one can count, laboring in each of a score of specialized branches of science—from Board School to University, an organized system of scientific teaching.

It would be hard to say how much of these results is due to Tyndall, but those who would understand the history of education in England may never lose sight of his influence upon the teaching of the latter half of this century. True, he was himself wholly and solely a physicist, whose labors in other fields, such as that of geology or that of physiology, were meant rather as relaxations for himself than as matters of instruction for others; but the force of his example made itself felt in all fields of scientific enquiry without distinction, and what he did directly and of purpose for his own science of physics he did indirectly for all her sisters.—*Educational Times.*

SUPT. W. A. DERREMER.

IN MEMORIAM.

TRUE teachers, either born or made, are rare, and a true teacher whose career, but just begun, showed promise of great and good work in the years to come, has lately passed away. W. A. Derremer, formerly Superintendent of Schools of Vineland, and late Supervising Principal of Atlantic City, New Jersey, who died in the month of October last, has left a large place vacant, not only in the hearts of his friends, but also among the workers of the profession he loved.

As a man he belonged in no sense to the common type. Natural and unassuming in manner, singularly sincere in speech and action, there was in his character an unconsciousness and simplicity that seldom survives childhood, a gentleness and generosity that the sweetest of natures are apt to lose in early youth, and an unswerving honesty of purpose which is one of the rarest attributes of mature manhood.

As an educator he was still more exceptional; not so much for his mental powers, which were of a high order, as for his moral force which made him what he was—a teacher, in the best and truest sense of the term, because a builder of character. Not remarkably well educated to begin with, he was always a student and attacked with high courage any subject he desired to study, wringing from it whatever it might hold that served the purpose which he had in view. Eager, earnest, untiring, this teacher found no day too long, no work too hard, no sacrifice too great, that would further in any way the welfare of the children committed to his charge.

His teaching was marked by a peculiarly fresh and attractive way of treating

everything connected with the work of the school-room, a spontaneity and originality of method that awakened the latent mental forces of the dull, and the creative energies of the commonplace among his pupils; while the influence of the ideals he inculcated and the effect of the life he lived, incited to intense activity whatever was noblest in their varied natures. These facts stated, it goes without saying that government with him was easy and natural. Perhaps it was because he himself lived a life of obedience to the Divine, that most difficult of Christian duties, that he so seldom failed to gain obedience from others.

Then too, he had that power, most valuable to those holding supervisory positions, of arousing the enthusiasm of teachers as well as pupils. Under his inspiring guidance the indifferent became zealous, the sluggish energetic, the timid resolute, and the discouraged, taking heart of hope, despaired no longer. Only those confirmed, as it were, in their own conceit, and those with ingrained selfish natures, could withstand his helpfulness, his patience and his unvarying kindness.

Seeing clearly, as he did, the instant need for better work in schools, for less waste of time and strength in teaching, he could not, with his conscience, walk on always in the well-worn paths of by-gone days. Fearless to a fault, he said out strongly what he had in his mind to say, believing literally that it was given him to speak. So he met, perforce—as all progressive spirits must—antagonism, the ruthless, relentless antagonism of the unburied dead of education's dead past. Thus it was given him once to drink of the cup of persecution, held to his lips by prejudice, intolerance, and bigotry. That he drank it to the dregs with a spirit as serene as it was unresentful, as resolute as uncomplaining, was due neither to philosophy nor indifference, stoicism nor insensibility. It was the outcome of that genuine Christianity to which his whole later life, at least, bore testimony; God governed, guided all—so he believed—and God had set him certain things to do, which being done must some way, some time, come to good, even if to do them hurt the doer.

Absorbed in this idea, pain had no power to stay his steps, nor could malice move him from the course he had marked out. He went his way unfaltering, swerving neither to the right because self-interest showed an easier path, nor to the left that he might visit on the heads of those who sought to mar his work the sins they had committed. If he did not love his enemies, he showed none but kindly feelings toward them. If he did not do good to those who hated him, it was because occasion did not offer; and to pray for those who had despitefully used him and persecuted him would be quite in keeping with a nature so magnanimous as his.

Many were the acts of his life which were worthy of all emulation, but the way he met death was the noblest of all. Year by year he had toiled on, and now, when his labor brought him money, and money meant a home; when his work met with appreciation, and appreciation meant friends; when his girls were growing up, and domestic cares were lightened, suddenly he was stricken down, and saw, with the insight of those who are called, that the end had come. What it cost this ardent lover of his work to lay it down unfinished, to leave wife and children unprovided for and unprotected, none can know. Before this it had been given him to pass through the fire of persecution and he had shown the martyr's spirit; now he revealed the hero's heart. Promptly he began to arrange all his affairs. "Send in my resignation," he said to his staunch friend, the doctor who attended him, "It is not honorable for me to receive pay when I cannot work."

Then, through the weeks that followed, in the intervals of consciousness, though racked by agonizing pain, he looked death in the face with a fortitude that never failed. Nay, more. He looked at life for his loved ones, whom he was leaving in a world that he knew to be neither kind to the poor nor just to the weak, and yet made no murmur, uttered no protest; resting through all with tender trust on the Heavenly Father "who doeth all things well."

Thus he, who like ourselves had often failed in life to teach by precept, taught us—whom he has left to carry on the work he helped us for a little while to do—this last hard lesson by example, in his death—the lesson of loving and unquestioning obedience to the Great Master, whose faithful disciple he thus proved himself to be.

LELIA E. PATRIDGE,
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PRINCE BISMARCK IN BERLIN.

BY EDWIN W. CHUBB.

SOME readers of *The Pennsylvania School Journal* may be admirers of Bismarck, and as I yesterday had the opportunity of seeing him, I wish to say a few words about the way in which Berlin received him on his vist to the Emperor of Germany. Kaiser Wilhelm II. and the great diplomat have not been the most loving friends for three years. Who is at fault we cannot say. Possibly the young Emperor did not care to be governed by the imposing figure that had shaped the policy of Germany for so many years. At least they separated, Bismarck retiring from the activities of public life and Wilhelm II. taking a new minister, or *Reichskanzler*. But the other day the Kaiser sent Bismarck a bottle of fifty-year-old wine and an autograph letter inviting him to call, and so the great man came to pay his compliments to the Emperor who to-day is celebrating his birthday.

All Berlin was in excitement. Bismarck, the man who had been the principal factor in uniting Germany into a compact and powerful nation, was coming to Berlin to visit the Kaiser!

Unter den Linden is a very broad street in which the Royal Palace is located. It was announced in the papers that Bismarck would arrive about one o'clock. So we went to Unter den Linden to see the sights at twelve o'clock. Already along the whole street were tens and tens of thousands standing six to ten deep. Hundreds of policemen, many on horse, were keeping the crowds in proper place. And a German crowd has a great deal of respect for the police. The Kaiser had to meet the king of Saxony who was coming at the same hour, and so, much to his regret, had to receive Bismarck through Prince Heinrich. Instead of strewing roses and garlands on the street as we read of in romances, or casting themselves as sacrifices to the Juggernaut as in India, the practical German went along with a cart and spade and scattered sand on the smooth asphalt pavement to prevent the horses from slipping. Finally, after having several hair-breadth escapes from the mounted police, who would ride right into the crowd which persistently pressed over the limit, we secured a good front position and waited.

Soon afar down the street we saw the cavalcade coming. In a few moments there were in front of us about 50 cuirassiers, noblemen dressed in white and silver costumes, carrying black and white pennants in one hand, galloping along, looking like a picture from the history of the Middle Ages.

Just back of them came one of the royal carriages, with a driver dressed like a millionaire who had squandered all his money on a suit of clothes, and with two footmen with equally sumptuous apparel. The carriage was closed, but as he passed us Bismarck leaned forward and looked out, so that we saw him very well. His face is familiar to all. I was expecting to see him older and feebler. He is old, but he still has a look of vigor. His body is large.

In the afternoon as he went from the Palace of the Empress Friedrich, the daughter of Queen Victoria, upon whom he called, we saw him again. An enthusiastic German people followed all his movements yesterday, and as he left in the evening, amid the hearty cheers of an admiring people, he could do so with nobler pride than that which generally accompanies the triumphal marches of conquerors.

THE TRAINING OF THE BOY.*

REV. W. F. OLDHAM, D. D.

I GREATLY value the opportunity afforded me this morning; for he who in any wise affects your thinking or stirs you to more intelligent effort, reaches through you all Pittsburg—valuable Pittsburg—young, formative Pittsburg. I select the boy as the subject of the teacher's training because the greater includes the less. The boy problem includes the girl problem, not because the boy is of greater value than the girl, but because the problem of training him is the more difficult, and any help to the solution of this greater problem must include the more tractable and docile girl. The boy comes to you at six. I wish it might be a year or two later. He remains with you ordinarily till he is fourteen or fifteen years old—eight or nine of the most plastic years of his life he is as clay in your hands to be modeled. Yours

*An address delivered before the Pittsburg teachers on Saturday, January 13th, 1894.

are not the only hands working upon him. There are home influences, too often not co-operative; there are street influences, often sadly destructive; but in the main it may be said his teachers and his fellow-pupils are largely the determining forces entering into the forming of the boy's ideals and conduct during these the crucial years.

What are you to seek to do for him during these years? Get clearly before your minds what the logic of the situation demands, and what we who care for the boy expect you to do for him, and by this standard judge yourselves and pass sentence upon your own work, and your intelligent application of this standard will reveal to you where you stand in your most noble occupation, better than approving or fault-finding school boards or gratified or dissatisfied principals. What you are to do for the boy is: 1. Train him mentally, *i. e.* create in him or rather *evolve* in him a thirst to know useful things, and then teach him how to set about learning them; and 2. Train him ethically, develop in him *conscience*, *i. e.*, prepare him for life in a world of obligation and responsibilities to his family, his neighbor, his country, his fellow-man, his God.

Train him mentally. How? Fellow-teacher, I set forth only broad principles. You will not expect from me a dissertation on pedagogics. I too am a teacher, not of small facts but of broad principles. The details of your profession you know a great deal better than I can tell you. I am merely to indicate, in a broad survey of the country, its main topographical features. Here are the great peaks, there the watersheds, in these valleys the broad rivers flow. The details your practiced hands will sketch in. You are to train the boy mentally. How?

1. By creating in him a thirst to know useful things. Until this is done your text-books are a great weariness to the boy. The patent-medicine seller's spring-time suggestion of "that tired feeling," is the boy's winter and summer feeling so far as his school-books are concerned. The desire to know useful things once aroused, the problem grows easier. He is to be shown how to get the coveted knowledge. Some things the *teacher* must have before the boy's training begins. There must be in the teaching mind itself an honest enthusiasm for knowledge. A mind that has ceased to inquire has really ceased to be able to teach. A teacher who teaches the same old lessons with no new apprehensions of the truths they contain, like a preacher with his worn and yellow manuscripts, may present all the appearance of living usefulness, but is really moribund if not quite dead. A teacher who is not learning, a teacher who is not keenly in the pursuit of new ideas and thinks no new stimulating thoughts, a teacher who does not read, who does not mentally stretch himself upon the great thoughts of great minds, is a teacher stagnant, unproductive, like a blasted tree, dead at the top and dying downward. Let no such teacher imagine that any arduous discharge of routine duties is real teaching.

2. A live teacher, his or her own mental landscape ever widening, will constantly throw new side-lights on the subjects in hand. Out of the fulness of her knowledge and still more because of the stimulation of recent mental exercise, there will be a freshness imparted to the otherwise hackneyed lesson which will somehow give the boy the persuasion that it is a valuable "find" of living truth that is before him, and not merely a "*task*." The "task" idea is not the dominant one. Task there is, effort there must be, but it is for an end that seems to the teacher herself new and valuable.

3. The teacher must have the talent to *find* the boy. There he is—a new boy to you, *i. e.*, an entirely new problem. Certain broad characteristics of boyhood he has in common with all other boys, but there is a new and differentiating term in this problem that makes it an entirely new one, and that is the boy's personality. You are to find behind all the general characteristics and ordinary accidents of boy's estate—this particular "boy." There he is, not a very prepossessing subject, perhaps. It may be that in all the forces operating upon that child's life, yours is the only one that will stimulate him upward. Heredity, environment of home, etc., may all be dead against you—but there's your boy—now find him. Dull, stupid, crass he may seem to be; mischief-loving, inattentive, heedless he certainly is—but within and behind all that, remember there is in the boy somewhere an inextinguishable, an unceasing, an unresting desire "TO KNOW." He'll run a mile just to see how a fire-engine works, and while thousands of men will run hither and

thither speculating on the damage done, etc., he will stand and absorbedly watch the way in which the engine pumps the water up through the hose, and will then go home and spend weeks in patient endeavor to make a fire apparatus of his own. Now that boy is not dull—only the knowledge for which he thirsts does not seem to him to have anything in common with the truths of his text-books. Here's another who says he hates geography, but will go three miles and hang around half a day, on a mere chance of seeing a cage or two of circus animals, or perchance a glimpse at a Zulu or a South Sea Islander. The boy has not the remotest idea that his "geography" has anything to do with the habitats of real live savages, or wild beasts, or strange birds.

The boy's insatiable desire to know, his curiosity, of whose never-failing readiness to be into everything that comes within his reach his elders constantly complain, the great pains he will be at to secure the knowledge he thinks desirable, all prove that the divine thirst is within him. It is for you to direct this glowing desire towards useful knowledge, if you can somehow get him to understand that the very things which he desires to find out lie along the path you and your books have marked for him, and that these and much more wondrous and delightful secrets await his mastery. Let him somehow catch the idea that the learning of hard lessons is not merely a necessary duty to which small boys must submit, but from which the big boys free themselves—except the handful who are embryo professional prigs—but that hard lessons mean earnest contests for securing delightful and valuable facts; let the boy once feel this, and you have given the right direction to his imperious thirst for knowledge and it now becomes easy to show him how to acquire the knowledge he desires.

Will you pardon me, fellow-teachers, if I say that while lessons are marked and "tasks" assigned, it is exceedingly important that the child be shown how to get the lessons—how to acquire the knowledge behind the task—or imbedded in it, and that this very important matter of how to study is too largely overlooked. The plan too often pursued is that of a swimming-school I attended in my youth where the professor took his pupil out along a board from which he suddenly plunged him into the water, telling him as he did so, "Now strike out for the shore." Some of his pupils learned to swim because they had to. I cannot swim to this day, and have cordially detested swimming-lessons ever since. If in the eight or nine years you have to do with a boy you persuade him that the elements of science and literature hold fascinating truths, and show him how to get at these truths, you have succeeded nobly, and the young mind thus aroused and instructed will not cease with school days to eagerly seek all valuable information that comes within its reach—and the end of school days will not be the end of reading days nor of study days.

So much for his mental training. Of graver importance is my next item—the ethical training of the boy. An ill-trained or untrained intellect if heart and manners be good may leave an agreeable, useful, and subordinately effective man; but failure on the ethical side, defective moral training, can only make bad and therefore hurtful men. The keener the intellect, the better its training; if conscience be undeveloped, the worse, the more dangerous the man. Mental training only puts the edge on the instrument. It is the moral training that determines whether it shall be a sharpened axe to hew down noxious growths or a keen rapier for an assassin's hand. Now for the ethical training of a boy. I would lay down, as for his mental training, certain requirements in the teacher, and certain broad outlines along which the training is to trend. If for mental stimulation of the pupil enthusiasm for knowledge and living progress in knowledge be absolutely necessary in the teacher, more emphatically in *moral culture* must the teacher be imbued with enthusiasm for the qualities sought to be developed, and more surely will her own new victories along her path tell upon the boy along his.

The next step again is to find the boy. Shall I say that along the lines of moral influence the boy is rarely found except by an honest care for him? If there be any creature that responds to sincere interest and honest affection, it is a boy. There are cold, phlegmatic, self-repressed teachers, and some of them are fairly successful; but I judge that is not the material out of which successful teachers are usually made. A selfish or even self-contained teacher the boy may

fear—may even for some qualities respect —grow attached to her he will not, morally trained by her he cannot be. To find the boy, then, there must be room for him in the teacher's heart, an honest interest in him in the teacher's thought. Responding to this and catching the teacher's moral enthusiasm, he is now in a fair way to begin the upward and most toilsome ascent along the moral path. What should he be taught? Where shall the accent be placed? What are the basal morals of boyhood? What the valuable and fundamental qualities to be developed?

The quality of obedience. If the boy learns this anywhere it must be in the school room. Failure here is fatal. Poor discipline is immoral. It teaches disrespect for authority, contempt for law. If to poverty of discipline be added redundancy of threats and wordiness of unheeded monitions, the failure is ghastly. The teacher, unless she be very inexperienced and is now rapidly improving, has evidently missed her calling. If she cannot *command obedience*, she can only expect discomfort for herself and moral disaster for her pupils. Obedience, however it may at first be compelled, must, for any permanent moral effect in the end, have two characteristics—it must be prompt and willingly rendered—because it is right and not because behind authority stands penalty. It must be *prompt*,—although Jesus did tell a story once of two young men who, on receiving a command from their father to "go, work in his vineyard," answered, the one "I go" and went not, and the other "I will not go" but afterwards he went—and He commended the second rather than the first. But this does not prevent our supposing a third, and the only right-acting and well-disciplined son, who had been taught rightly, both at home and in the public school, whose reply would be, "I go, sir, at once"—and who went at once.

And again, obedience must after a while be willingly rendered because the reasonableness and right of obedience is admitted, not because the wrath of the teacher is feared and the penalty of the broken law. The boy may be years in coming to this high grace, but this is the high ideal ever in the teacher's mind and before the pupil's eyes. If I were bounding the map of boyhood at school, I would place in the east the place of the rising sun, the direction whence light must stream in upon all school-taught morals, prompt and willing Obedience.

And if the east be bounded by *Obedience*, the south should be bounded by *Justice*, the bed rock under the boy's feet, the quality upon which he must be taught to squarely stand. We often mistake in the training of childhood, and attempt to teach lessons of self-renunciation and kindness to others prematurely, teaching self-renouncing love before justice. Says the mother, "O give up that ball or top or book. Don't you see baby is crying for it? Now be good and give it to him." And perforce the toy is taken from him. But injustice and not justice has been taught the boy, and his morals are not helped. God knows better than men. When He was teaching the race in the Kindergarten years of the Old Testament the law was, "An eye for an eye, a tooth for a tooth," rigid justice. By and by, as the ethical training of the race progressed, justice blossomed into mercy, until finally the law became, "If thine enemy hunger, feed him." Boyhood must not be expected to begin at the end of the course. The boy must be maintained in his rights. But justice is not merely co-extensive with one's own rights. Justice is the virtue which consists in giving to every one his due. The boy is, therefore, to learn to scrupulously regard the rights of others—to render unto each one in the varied relations of life, what is each one's due. "To render unto Cæsar the things that are Cæsar's and to God the things that are God's." Honor where honor is due, respect where respect is due.

On the west I would bound boyhood with *Honesty*—on the west, where are found the Pillars of Hercules, with their inscription, *Ne plus ultra*, "Nothing more beyond," for of the mere earthly virtues this is the utmost. "An honest man's the noblest work of God." But honest men must have a beginning somewhere; and honest men usually begin as honest boys. Now honest boys are not a spontaneous growth. Out of the soil of fallen human nature—whatever your theology may interpret the "Fall" to be - experience has shown you, as it has shown me, that honesty is not generally a native growth. Most boys have to be taught to be honest; and it helps a great deal in the teaching if the teacher herself has a horror of deceit and a keen eye to see through a sham. No boy of any wit will attempt to be dishonest with a teacher

whose penetration and discernment he knows will detect him. Few boys will continue to attempt a deceit when they feel the teacher regards such attempts with loathing. Through the teacher's feelings at first vicariously, at length personally, the boy will loathe deceit himself. When parent and teacher are one in the matter, children early learn honesty. When the teacher stands alone, still the training, though more difficult, is not impossible.

I would bound boyhood on the north —that's the heavenly side of him— with *Unselfishness*. The boy who does not stand on justice can never rise into real unselfishness, for, though he may sometimes resign his own rights, he will at other times with equal impulsiveness invade the rights of others. Unselfishness is by no means native to boyhood. It is the crowning peak of the moral uplands. The feet often grow weary before they reach it. Indeed, all our days the Great Teacher keeps us at school, and the most advanced of His pupils has but poorly learned the lesson. "Sam," said one little hungry-eyed boy to another who was eating an apple, "Sam, give us the core." "Jim," said Sam solemnly, while he munched away at his apple, "this apple hain't got no core." Boys' apples rarely have cores—indeed, few men's have. Do not then expect too large things of your children, and if here and there, in little ways, the boy shows that he is not altogether forgetful of what you are constantly hoping from him and illustrating to him, why "thank God and take courage."

Now, how shall all these qualities be best taught and developed? Teachers, not because I am a minister, but because I have personally tried the experiment over and over again with boys, I would say the very best way to get boys imbued with a desire and love for the qualities of which I speak, is to bring the boy into the discipleship of Jesus Christ, the great exemplar of perfect morals. There is in a boy's heart a great capacity for hero worship. He will imitate a hero with wonderfully more vigor and persistency than he will mind a proverb or heed your didactic homilies. Let the strong, pure ideal of Jesus rise before the child vision, and you have done more for the boy's morals than by darkening counsel with words.

Ah, but the public schools are not to teach religion! Are they to teach morals, or are you to train up intellectual Yahoos? If morals are to be taught, are not morals the skeleton, the frame-work, of religion? Ah! but the public schools are to be carefully guarded against sectarianism. That is right. But Jesus belongs to no sect. We all believe in Jesus. The Roman Catholic, the Protestant, the Jew, the Unitarian, all believe in Jesus; and we all believe in the words of Jesus. Who objects to the Lord's Prayer? Who to the Sermon on the Mount? Who to the disciples' prayer in the close of the fourth gospel? Yet these are the words that reveal the heart of Jesus. I would have every teacher of every child know Jesus and hold Him up as the boys' hero.

BILTMORE FOREST.

IN the western part of North Carolina, situated on the right and left banks of the French Broad River, along which it stretches for a distance of six miles, is the estate owned by Mr. George W. Vanderbilt. The area included in it was formerly held by a number of small farmers who were obliged to use without reserve all the resources of their scantily productive lands. They were in the habit of cutting all trees which could be used or sold as fuel, fencing or saw-logs. They turned their cattle into the forest and often burned over their woodlands for the sake of the pasturage. A large part of the supply of fire-wood for Asheville formerly came from land included in this estate. Under such treatment the forest, originally of moderate quality, grew steadily worse. The more valuable species of trees were removed, and the less valuable remained to seed the ground and perpetuate their kind. The fertility of the soil was destroyed by fire, while the young trees which grew up plentifully in many places were cut back year after year by the browsing of cattle.

The condition of a large part of the forest was deplorable in the extreme when a system of forest management, the first of the kind in America, was begun under the direction of Gifford Pinchot as consulting forester. Where old spreading trees, many of which were already perishing, were seriously injuring the young growth below them, a series of improvement cuttings were instituted to remove the older trees and prepare the way for a

working plan under which trees of the same age are grouped together so that there may be (as nearly as possible) as many separate groups as there are years in the age of the oldest trees. Cattle and fire were excluded from the forest because the presence of these two destructive agencies may be fatal to the future of any forest. Fire had already done great injury to the quality of the forest floor by consuming the waste and dead leaves, destroying, in conjunction with too much light and air, that all important factor, the vegetable mould. Where the crop was not dense enough, but was too old to allow planted trees to compete successfully with those already on the ground, the forest was allowed absolute rest.

The improvement cuttings were managed so that the falling trees should do the least harm to the other trees. The trees which were to fall were carefully selected, marked and notched with an axe under the direction of the foreman, and thrown by the sawyers in the place he had selected. A lumberman young enough to be willing to learn, old enough to have had practical experience in handling men and lumber on a large scale, and of sufficient foresight and enterprise to appreciate the possibilities of forestry, was found in the Adirondack region of New York and engaged to superintend the work. A small crew was set to work cutting cord-wood under his oversight, and the men were gradually taught to spare the young growth. From this nucleus foremen were gradually found to take charge of other crews as the work increased, and to carry the principles in which they had been drilled into wider effect. It was found necessary to enlarge the force very slowly, for the idea of any care for the next crop was totally new to the men, and was slowly grasped in its full meaning. Those who are trained must be given steady employment, for the work of instruction is too cumbersome to be gone through with year by year.

So far as can be judged at this early date the improvement cuttings seem to have accomplished what was expected of them. The appearance of the forest where they have passed has been much improved and the young trees which have been set free are doing well. Although it is too early to pronounce definitely upon all their effects, two effects seem to have been established. These are, that large trees surrounded by a dense growth of smaller ones may be felled and removed with comparatively unimportant injury to the young crop, and that the additional expense of the necessary care beyond that of the ordinary destructive lumbering is so small as to be out of all proportion to the result. If this latter fact should be established later on in other parts of the United States, as there seems little reason to doubt that it will be, its importance to the future success of forestry will be very great. Its value in practice is enormous.

The general objects of forest management at Biltmore are three in number. The first is profitable production, which will give the forest direct utility. If this were absent, the existence of the forest would be justified only as it lends beauty and interest to the estate. Second, a nearly constant annual yield which will give steady occupation to a trained force, allow a permanent organization and make regular operations possible. Third, an improvement in the present very mediocre condition of the forest, without which its future would be nearly hopeless.

These general objects are to be attained by means of two systems of management. On the east side of the French Broad river the Regular High Forest System will be adopted, and the Selection System on the west side. In each case the rotation or the length of time in which a second crop becomes ripe on the same ground after the removal of the first, was fixed at 150 years. In a theoretically perfect forest, under the Regular High Forest System, there would be as many sub-divisions as there were years in the rotation. The trees of each sub-division would be of equal, age and would differ from those of the next sub-division by one year. In the present case, for instance, the oldest sub-division, bearing trees 150 years of age, would be ready for the axe, and the cutting after passing over it, and then over all others in succession, would reach it again at the end of 150 years.

The Selection Forest in its perfect state has trees of all ages mixed together everywhere, instead of being separated into groups of uniform age. The annual yield is taken each year from all parts of the forest. But under such a method, transportation would manifestly be too costly for American conditions. Consequently the localized Selection System was adopted in its place. Under it the annual yield comes from a restricted por-

tion during several years; then from another portion during a like period, and so on until the cutting has passed over the whole forest. In the present case the yield comes from one-fifth the area during each period of five years. Consequently the cutting will return over the same land once in 25 years.

Under the direction of Mr. Frederic Law Olmsted, a collection of trees and shrubs has been made with the intention of planting them out when they have attained a proper size, along the line of a road to be called the Arboretum Drive. This road, five miles in length, will run through one of the most beautiful portions of the estate, and will be lined for a hundred feet, on either side, by plants of the collection. It is the intention to make this Arboretum one of the finest in existence. There are already in the nursery more kinds of trees and shrubs than there are in the Botanical Gardens at Kew, near London, and the number is being steadily increased. The climate will allow a larger variety of trees than that of any other large Arboretum which has so far been begun, while the liberal plan of the work is intended to make the best use of so admirable an opportunity. A careful record of the treatment of each species will be kept, while a Forest Botanical Library, already of considerable extent, will furnish the necessary aid to study. Over 1000 acres composed of old clearings stiuated largely on the tops and shoulders of the hills on the side toward the river, will be used later on for planting forest trees.

The foregoing facts have been culled from, and are given for the most part in the language of a neat booklet on the Biltmore Forest, forwarded to Governor Pattison, with the compliments of Gifford Pinchot, at the request of Chas. Brodhead. It is fortunate that these experiments in forestry are under the patronage of a millionaire like Mr. George W. Vanderbilt, who is a gentleman of superior literary and scholarly tastes, and whose example is a splendid instance of what rich men can do for their country and their fellowmen. The experiments in the Biltmore Forest may add new species to our list of commercially valuable trees, discover new uses for those already known, and add greatly to our silvicultural knowledge of the trees which it will contain. The value of the methods already used in its treatment will be determined, new adaptations of the principles of forestry to American conditions will be developed, and information as to the business side of forest management will be gained. But, above all, it will be useful in defining and helping to solve the problems with which American Forestry must deal, and in awakening an interest in those practical details upon which its success in the future must, of course, so largely depend.

RIGHT KIND OF RECREATION.

IF the rich and tired people who give conventional parties in hot weather were to follow the example of some young New England students, they could have a summer outing that would refresh them like the shadow of a great rock in a weary land, and they would learn something besides. The young people were of both sexes, which made the party all the merrier. Early in April, when the buds began to swell and take shape, they formed themselves into a tree club. Its object was the study of American forest trees in their vicinity. Many of them in the beginning did not know an oak from a willow, or an acorn from a sycamore ball. They had a few standard text-books, but their one great book was rightly nature's own, the trees themselves.

Each Saturday afternoon, from April till cold weather, a meeting was held, the first fifteen minutes of which were occupied by literary exercises, such as the reading of poems or quotations about trees and all belonging to them. The distinctive work expected of each member of the club was making a collection of the leaves, buds, blossoms, nuts and fruits of all the trees in the locality. Beginning with the first blossom buds, the member was expected to collect and press specimens, the full flower, the green leaf and the richly-colored leaf of the same tree in autumn. A list of more than one hundred of the common American forest trees was given to each individual, so that he might find the trees and familiarize himself with the appearance, habits of growth and uses.

The best part of the time spent was that occupied with the long, pleasant tramps in search of specimens. They were a perpetual delight. The club members found how each tree grew always in given localities. and whether on hilltop or in val-

ley, and what kind of soil they indicated, and secured trophies for the leaf album. When they returned home they were tired, but happy and healthy, and the walks gave them such an appetite for dinner as the tired lounger on the summer hotel piazza never knows. Ever after that summer the members of the club will have their eyes open when they walk or drive. No landscape will be dull. The powers of observation developed then will be invaluable all the rest of their lives. By the examination of trees they have trained eye and mind to closely observe other things. It will save them many a mistake. This is by no means the least of the good accomplished by the tree club. —*West Chester Local News.*

THE VANISHING FOREST.

THE State Forestry Commission, appointed by the Governor, has a wide and important work before it, the magnitude of which is doubtless fully appreciated by the gentleman directed to consider the best way out of a serious situation; and if they discover some plan during the process of inquiry and investigation that will serve to restore the wasted territory, they will solve a problem that has long had the earnest force of public pressure back of it, a pressure in the form of public necessity.

It has been some years since Arbor Days were established as an avenue through which to repair the great losses annually suffered by the work of denudation carried on by the lumber interests, and the Pennsylvania State Forestry Association has been an invaluable auxiliary as an agent bent upon acquainting the public with the permanent loss sustained in the general destruction of the once unrivaled forests that covered the northern and western central counties; but the results from these two sources have been feeble at best, and the State concludes at last by legislation to arrive at the core of the trouble through a Forestry Commission. This is a wise course to pursue. As a beginning it must eventually provide a sure foundation for future legislative action, and the light turned on the present condition of the timber sections means truth in all its forceful nakedness.

The Forestry Commission find a remarkable condition of things, for instance, in Schuylkill, Luzerne, Lackawanna and Carbon counties, from whose mountain sides the standing timber long since disappeared to be used in the mines as supports. Nothing has been done to restore by growth the supply so taken, largely from the fact that the native woods were exhausted and no re-creation was possible.

In other sections like those found in Clearfield, Clinton, Jefferson, Elk, Lycoming, Cameron and contiguous counties, where the axe and lumberman found virgin timber kingdoms fifty years ago, the despoliation has been of such a character as to cause much alarm, even among the residents of the territory covered. For the first time this year the city of Lock Haven, once a thriving centre of the lumber interests, finds itself with a scant supply of logs for its mills, and in fact the great boom is practically closed. Williamsport has been the recognized head and front of the Susquehanna lumber trade, the mills there sending annually to market hundreds of millions of feet of finished and unfinished lumber, but the supply has been dwindling until there is now scarcely a respectable showing.

Investigation will introduce facts to the Commission showing that Pennsylvania's once inexhaustible supply of timber has really such a thing as a limit, and that the time has come to save the pine and hemlock wherever the course of salvation can be judiciously pursued. Only as far back as the year 1874, when John E. DuBois penetrated the wilderness from Driftwood along Bennett's Branch to the Sandy Lick, he found fifty miles of close growth in pine and hemlock as straight as an arrow. To-day there is hardly a stick worth cutting, and his claim that the timber stretch was inexhaustible comes as a warning cry to care for that which remains.

If the Commission can stop the pot-hunter from firing the woods, and kindred to him the very many who cultivate the huckleberry and blackberry by burning over extensive areas yearly in order to have larger crops at the expense of the young timber shoots, they will eliminate the cause of much of the waste and destruction in State forests. If in addition to this the Commission can induce the various corporations, companies and owners of timber tracts to set out again young trees in place of those taken away, some day the virgin forests will return, but never again as the settlers found them a half century ago.—*Phila. Times.*

CARLISLE INDIAN SCHOOL.

AT noon on Wednesday, February 28th, a apecial train from Washington and Philadelphia brought a large number of invited guests to the Indian Industrial School at Carlisle, Pennsylvania, to witness the sixth graduating exercises upon the fifteenth anniversary of the school. Among the distinguished visitors were Hon. J. Sterling Morton, Secretary of Agriculture; Hon. C. H. Mansur, Second Comptroller of the United States Treasury; H. M. Teller, formerly Secretary of the Interior; Judge D. M. Browning, Commissioner of Indian Affairs; Dr. W. N. Hailmann, Superintendent of Indian Schools; Hon. Thomas Dunn English, author of the old song "Ben Bolt," written nearly fifty years ago; E. W. Whittlesey, Secretary of the Board of Indian Commissioners; Dr. C. E. Postley; H. M. Brush, of the Interior Department; Rev. S. S. Gilson, of the *Presbyterian Banner*, Pittsburg; Prof. Chas. C. Painter, Agent of the Indian Rights Association; Mrs. Quinton of the Women's Indian Rights Association, with a hundred or more staunch outing patrons and friends of the School.

The exercises of Wednesday afternoon, which were held in the gymnasium, consisted of military drill by a company of Indian boys, followed by dumb-bell and Indian club work by both boys and girls. This with the exercises on parallel bars and vaulting horse, rings, trapeze, rope ladder, poles, and other gymnastic apparatus, elicited enthusiastic applause. Between the close of the gymnastic drill and supper, the shops and industrial departments were inspected by several hundred visitors.

In the evening there was a musical programme by students, which was interspersed with addresses by Lone Wolf, Chief of the Kiowas; Cloud Chief, Chief of the Cheyennes; Quanah Parker, Chief of the Comanches; Black Coyote, Chief of the Arapahoes; each of whom spoke briefly. These visiting chiefs had been invited to attend the Commencement exercises, and their transportation was paid by the Cheyenne, Arapahoe, Kiowa and Comanche pupils of the school, the boys and girls contributing from their savings for that purpose. Lone Wolf, through his son Delos Lone Wolf, as interpreter, said in part:

"Through the kindness of Captain Pratt we are here to greet each other to-night. It was not accident that brought us here, but the purpose of the Great Spirit. He put kind thoughts in the heart of Captain Pratt, that have caused him to invite us here to-night. As I look about and see the faces of Indian young men and women, I am thankful for the privileges given our children. I can hardly tell that our children here in this building are Indians; they are brought up differently; their minds are trained. As you see me, an Indian, standing on this platform in citizen's clothes, I can neither read nor write. But it is not my fault. As we look over the past we see the wild Indian people wasting their time, and it is their fault that I cannot read or write. The thinking power of the white people is very great. Mine might have been so had I trained it. When there is a great work to be done, the Great Spirit sends a man for it. I am sure God raised up Captain Pratt and put within him love for his Indian brethren.

"You are many in number, and the whole Indian question rests on you. While I am talking, God is listening, and he is glad, I am sure, for though ignorant I have the right spirit in me to see the Indian children grow up like white people. I am glad we have the chance to meet each other here. It was God's will that we should meet."

Quanah Parker, Cloud Chief and Black Coyote, each followed in turn expressing much the same thought as the first speaker, which was warmly received by the eager listeners.

Capt. Pratt then introduced Hon. Mr, Morton, Secretary of Agriculture, who is best known for the good work which he did when, as Governor, he introduced Arbor Day into Nebraska and the United States. He made a feeling and eloquent address from which a single paragraph is taken: "It was my fortune forty years ago to become a pioneer on the west bank of the Missouri River, and for my neighbors I had all of the Omaha tribe of Indians, and when I remember the music they made in the village during the long hours of those weary nights, and compare it with the melodies that we have heard from these boys and girls to-night, I feel certain that there has been a mightier power than that of man directing this wonderful intellectual development."

Dr. English was then introduced as the

author of "Ben Bolt," and gave an interesting recitation of that well-known song.

Senator Teller made a brief and earnest address, in which he said: "Capt. Pratt has built up this school in spite of obstacles, in spite of opposition, under discouraging conditions, until as one of the Indian chiefs who addressed you to-night has said, 'It is on a hill and everybody looks at it.' It is *the* Indian school of the continent. There are schools on which, I understand, more money has been spent, but there are no schools which can return such benefits to the Indian race and to our own race as this school can return to them."

The visitors, during these exercises, filled one-half the chapel, and with the pupils the hall was crowded.

In the forenoon of the next day the shops, dormitories and school-rooms were inspected, and the visitors were allowed to roam at will. The commencement exercises proper began at 1:15 p. m., and were held in the gymnasium, the attendance being so great that the chapel could not accommodate the large number. Over 1500 people were present. The platform, in the centre of the south side of the hall, was decorated with ferns, potted plants and drapery of National colors. A little west of the centre, suspended in separate letters, hung the class motto: "Something yet to be attained."

On the platform were the prominent persons above mentioned and many others, including Judge Henderson, President Reed and Vice-President Himes, of Dickinson College, Rev. Dr. Norcross, pastor of the Second Presbyterian church of Carlisle, Rev. H. G. Ganns, rector of St. Patrick's church, Rev. Dr. Edgar, President of Wilson College, Chambersburg, and others.

The printed programme is here given. For the addresses of the graduates, see copy of *The Red Man*, containing a full report of the exercises, which may be had for five cents from M. Burgess, Carlisle. It is a most interesting issue of that paper, upon which all the mechanical work is done by the Indian boys.

Part First.

1. Prayer, Rev. Dr. Norcross.
2. Overture, "Fra Diavolo," Auber, Indian Band.
3. Oration, "Man Alive" with Greeting, Hugh Sowcea.
4. Chorus, "The Heavens Are Telling," Haydn, Choir.
5. *Oration,* "Reflections," Minnie Yandell.
6. Declamation, "America, the Colossus Nations," Newton Booth, Thomas Black Be
7. Trio, "Morning's Invitation," Veaz Julia Dorris, Linnie Thompson, Belinda Arcl queite.

Part Second.

1. Oration, "Put Yourself in My Place Martha Napawat.
2. Declamation, "The Vanished City," I Gilder, Ida May Warren.
3. "Our Victorious Banner," Benedict, Ch and Band.
4. Oration, "Something Yet to be Attained, with Valedictory, William H. Denomie.
5. Historic, "Recollections of the War, Beyer, Indian Band.
6. Presentation of Diplomas.
7. Addresses.
8. "God Save Our Union," Gilmore, Schoo
9. Benediction.

Dr. Hailmann, Superintendent of In dian schools, presented the diplomas t the graduating class. (For life-like pi tures, with names of graduates, see e graving herewith.)

Dr. Hailmann made some interestin remarks on his impressions of the schoo and gave good advice to the graduatin class. After the presentation of dipl mas, Judge Browning, Commissioner Indian Affairs, was presented to th audience by Captain Pratt.

He was highly gratified at the sent ments expressed during the exercises the day by the speakers who had a peared, and by the addresses of the In dian chiefs the night before. To th graduating class he said, "The highe praise has been won by you when yo can point to a record of faithful work i this school. It is important that yo should have an education. Every on of the human race is entitled to an op portunity. Yet do not look on the selfis side alone, for a selfish man cannot be useful member of society. Captain Pra knows that he has my support. May h carry on this work till every Indian youn man and woman is well educated."

Hon. Chas. H. Mansur then address the large audience. He referred to ha ing met one of the Indian chiefs in th Far West some years ago, and sai "Little did I think that I would me him in this civilized assemblage. Tw hundred years ago there were in th United States about 250,000 Indians, b the whites have increased to over 64,000 000. What does it mean? It means th the white man's road is better than t red man's. We have come to this: T Indians are on their last reservatio They have little more to give, and

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must change our policy." Of the pupils he said: "I will not be content until they come to Washington and show the Senate and House what they can do."

The singing of Gilmore's stirring National hymn "God save our nation" by 600 trained Indian voices, assisted by the band, was the closing musical feature of the programme. The volume of tone, rich and harmonious, was that of the "great congregation." This anniversary of the Carlisle Indian School was memorable for its large number of visitors from a distance, the encouraging presence of its co-operating outing patrons, the strength of its graduating class, and the many earnest and enthusiastic addresses upon the Indian question along Carlisle lines that were made by men of prominence under the Government.—*The Red Man.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, APRIL, 1894.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

N. C. SCHAEFFER. - - - - J. P. McCASKEY.

ARBOR DAY PROCLAMATION.

In the name and by authority of the Commonwealth of Pennsylvania,

A PROCLAMATION.

THE beneficent results attending the proper observance of "Arbor Day," in Pennsylvania, have been apparent to the most casual observer. Much has been done in the way of ornamentation of our yards, gardens, public streets and parks, but mnch still remains to be done. The oft-repeated calls for a more general and active observance of the day have not been met with that general response so earnestly desired. The destruction of our timber lands continues with increased vigor, and unless public opinion is awakened to the dangers that confront us, the woodlands of the State will soon remain only in memory.

The rapid disappearance of our native forests, the constant and indiscriminate destruction of the wood-lands, the influence of forests in their relation to floods and droughts, to climate and atmosphere, to health and comfort, to pleasure and entertainment, to occupation and profit,—all combine to make "Arbor Day" one deserving the support and encouragement of every citizen having at heart the future welfare of the State. Aside from all philanthropic motives, self-preservation and a selfish concern for the health and comfort of ourselves and those closely dependent upon us demand that some consideration be given to this important qnestion.

Attention is called to the provisions of an Act of our General Assembly, approved May 23d, 1893, (Pamphlet Laws 1893, page 115,) by virtue of which a Forestry Commission is now in existence in our State, and is earnestly engaged in the performance of its duties. From its report to the next Legislature, much valuable information on this important subject is expected. But legislation will be worse than vain unless it is brought about and supplemented by an educated and progressive public opinion.

Now, therefore, I, Robert E. Pattison, Governor of the said Commonwealth, in accordance with custom, which has received the official sanction of our General Assembly, whereby the Governor is requested to appoint, annually, a day, to be designated as Arbor Day in Pennsylvania, and to recommend by proclamation to the people on the days named, the planting of trees and shrubbery, in the public school grounds aud along the public highways throughout the State, do hereby designate and proclaim Friday, the 13th day of April, and Friday the 27th day of April, A. D. 1894, to be observed as Arbor Days in Pennsylvania.

The selection of either of the above designated days is left to the discretion of the people in the various sections of the Commonwealth, each locality observing that day which is deemed to be most favorable on account of climatic conditions.

Let the people lay aside for a season the habitual activities of the day, and take sufficient time thereof to plant a forest, fruit or ornamental tree along the highways and streams, in private and public parks, about the public school houses, around the places of public worship, and on the college grounds, in gardens and on the farms, thus promoting the pleasure, profit and prosperity of the people of the State, providing against floods and storms, securing health and comfort, increasing that which is beautiful and pleasing to the eye, comforting to physical life and elevating to the mind and heart; and by associations and meetings, excite public interest and give encouragement to this most commendable work.

Given under my hand and the Great Seal of the State, at Harrisburg, this nineteenth day of March, in the year of our Lord one thousand eight hundred and ninety-four, aud of the Commonwealth the one hundred and eighteenth.

By the Governor: ROBT. E. PATTISON.

WM. F. HARRITY,
Secretary of the Commonwealth.

NEVER have greater demands been made upon the skill and scholarship of the teachers in our public schools, and never have greater facilities been offered for their improvement and recreation, than in the closing decade of the 19th century.

Two of the leading dailies in Pittsburg have perfected plans for giving excursions and pleasure trips to teachers selected by the pupils themselves and their friends. Summer schools with extensive programmes have been organized at different points. Among these the Pennsylvania Chautauqua at Mt. Gretna deserves special mention. Particulars can be obtained by writing to the Chancellor, Dr. J. Max Hark, Bethlehem, Pa.

Another Summer School that is unique in its plans and purposes, is the one organized in connection with the Extension movement at the University of Pennsylvania. The next session will extend from the 2d to 28th of July, and one of its most pleasant features will be the Saturday excursions to historical spots in and about the City of Philadelphia. The libraries, laboratories and museums of the University will be accessible to students. While every branch of study will be in charge of men of first-rate ability, the departments which are considered exceptionally strong are pedagogy, economics, and sociology. The colleges of Columbia, Amherst, Bryn Mawr and Swarthmore, and the Universities of Pennsylvania, Johns Hopkins, Brown, Cornell, Sewanee, Syracuse and Wisconsin, will be represented on the staff of lecturers. After the meeting there will be a historical pilgrimage, consisting of a party of students in charge of certain lecturers, who will journey over the ground Washington trod during the Revolution, and at each important spot will listen to lectures on the significance of the events which there transpired.

THE Department of Superintendence of the National Educational Association, held its annual meeting in Richmond, February 19–23. The attendance was large and representative, the South being especially well represented. Texas, Arkansas, Mississippi, Florida, Virginia, and other Southern States, sent their chief educational officers and many of their subordinates. Nearly every large city in the North sent its superintendent of schools, and many others holding less conspicuous positions were present. The topics that excited most interest and provoked the liveliest discussion were: The lessons to be learned from European educational experience, the report of the Committee of Ten on secondary school *studies, the* universities and the teaching profession, and the South and its problems. All of these were presented with ability and eloquence by speakers of national reputation, and, as a rule, the general discussions that followed were in good temper and well sustained. On every hand, too, were heard expressions of admiration for the educational revival that is taking place in the South. Superintendent Evans, of Augusta, Georgia, presented the Southern educational problem in a masterly manner, and was ably supported by his colleagues in debate. The department adjourned to meet in 1895 at Cleveland, Ohio, under the presidency of Superintendent Maxwell, of Brooklyn.

IT will be Dr. W. T. Harris, U. S. Commissioner of Education for four years more—for as many years as he cares to remain. This has been known to be the case for some time past, but it has not been officially announced until recently. The only condition made, says the New England *Journal of Education*, was that it should not be in any sense a political office in the appointment of subordinates or in any phase of its administration—it never could be with Dr. W. T. Harris at the helm. President Harrison appointed him in 1889, notwithstanding the fact that he voted for Mr. Cleveland in 1888, and President Cleveland retained him, notwithstanding the fact that he voted for Mr. Harrison in 1892. As in the case of Hon. Carroll D. Wright, Commissioner of Labor, Dr. Harris stands out so prominently as an expert that all else is forgotten, even by politicians. What greater compliment could be paid to any professional man?

WHEN Prof. M. G. Brumbaugh returned to his post as an instructor in the Normal College at Huntingdon, Pa., he resolved to introduce the methods of library work which prevail in the universities. A special librarian was secured, and the students were given daily access to the books. They saw the contrast between the new method and the old plan, which gave them only an hour during the week in which to select and return the books; and the search for facts and incidents bearing upon the daily recitations was a surprise and an inspiration to the faculty and their classes. A system of cards or slips containing the date, the name of the student and the title of

the books which he wishes to consult, gives a history of the progress of those who frequent the library and shows along what lines each mind is developing. One of the chief purposes of the school is to teach the learner how to use books and his education is half completed when this end has been attained.

MR. CALEB S. BRAGG, managing director of the American Book Company at New York, while on his way from that city to his old home in Cincinnati, on March 7th, died in the train before reaching Pittsburg. He was accompanied by his son C. C. Bragg and wife. In the death of Mr. Bragg the American Book Company sustains an irreparable loss, and the school-book publishers of the country lose one of their best known, oldest and most respected members. In his eariy life he was a teacher in the public schools of the state of Ohio.

A MAN of experience in the care of trees, says, "I notice a few are beginning to trim or prune their trees now. This is all wrong, while the sap is going up into the branches. Every limb cut off will for the next ten days or two weeks bleed, have sap ooze from it and run down the tree. This sap sours and molds, as it were, on the trunk of the tree, and that with the hot sun shining down upon it scalds the tree. After awhile large cracks may come in the bark; insects find a home there; and sooner or later your tree is ruined. I know men who in want of work will come to you and tell you now is the time to trim trees. They want the day's work. If you tell them to come when the leaves are just putting out you will then run no risk, as a limb sawed off at that time at once commences to heal over. No sap comes from it, and the tree will start out new shoots very soon. If you can, trim when the leaf is in its infancy; though it will do no harm to trim after the leaf is half grown."

THE next meeting of the National Educational Association will, it is thought, be held at Asbury Park, the well-known seaside resort adjoining Ocean Grove, on the New Jersey coast. The boarding-house and hotel-keepers guarantee half rates, which means excellent and ample accommodations at a reasonable rate. The Pennsylvania Railroad accepts one fare for the round trip from any station on its lines, and will collect and hand to the Association the $2.00 membership fee. From this arrangement territory within 200 miles of Asbury Park is excepted. But within this limit the regular tourist summer rate of one fare and a third is available, which brings the fare so near one-half that this reservation makes no difference to the Association. The school authorities of New Jersey, guarantee 1000 memberships.

SUPT. B. F. PATTERSON, of Pottsville, talks to the point when he says in the *Educational News*: "The head of any system of education, who is afraid of his pupils going higher than he is able to take them, will soon find that his schools are dead at the top, and all the sprouting that he is able to do from below will amount to but little in the end. The primary pupil in the first reader will work with a greater zest from the fact that the second reader is to be obtained. The school district that maintains a first-class high school will always have good grammar schools, and to a very great extent the higher grades are the incentive. Two or three members of a high school who are preparing for college may add an enthusiasm to the whole system of schools. And after they return from college they will continue to put a premium on education in whatever community they live."

THE wonderful power of the Lick telescope is illustrated in an address by Prof. L. A. Mitchell recently, who said that the number of stars visible to the naked eye on a moonless night is about 6000. By the use of so magnificent an instrument as the Lick telescope the number may be increased to 100,000,000.

AT the meeting of the State Teachers' Association at Beaver Falls, Miss E. A. Fundenberg exhibited her method of instruction in primary reading. The First Lessons under this system have been published by the American Book Company. A teachers' edition and a reading chart are soon to follow. A class taught by Miss Anna McMaster, a disciple of Miss Fundenberg, displayed remarkable powers in pronouncing words and even proper names which they had never heard. An article in praise of the method recently appeared in the New England *Journal of Education*, and it is a source of

gratification to find even Boston willing to acknowledge something good and new from the schools of Pennsylvania.

THE University of Pennsylvania has decided to open a department of pedagogy in connection with its already numerous lines of work. The new department will not be opened until next fall, but the first instructor has been selected in the person of Prof. Martin Grove Brumbaugh, of Huntingdon, Pa. This gentleman, who is at home in Pennsylvania, is a graduate of the Brethren's College, and has pursued post-graduate study at Harvard College, and later at the University of Pennsylvania for two years. He is well known as an educator, having within a year accepted invitations to lecture before forty-one of the sixty-seven county teachers' institutes in Pennsylvania, and also before a number of institutes in other States.

THE editor of the Lancaster *New Era*, who has long been in sympathetic touch with the school work of the city and State, says: "The March number of the *Pennsylvania School Journal* has just been issued. This is the official organ of the State Superintendent of Public Instruction, who is also one of its editors, and this lends much to its general value and importance. It has done excellent work in the cause of education. Its standards have always been high, while its tone is ever helpful and encouraging. It is the exponent of the free school system, and of exceeding value to all interested in the cause of educational advancement."

THE State Normal School at Indiana is preparing to try a new method of heating and ventilation in the new dormitory as well as in the new Model School. The friends of progress will watch with anxious expectation the results of an experiment that promises to be less expensive than steam-heating and more efficient in furnishing every dormitory with a supply of fresh air free from the dust which frequently accompanies the revolving fan.

ONE of the best Kindergarten teachers in the State is Miss Anna M. Pennock, of Lancaster. Her pupils are very fond of her and of her ways. Indeed, it is almost impossible to keep them at home. Without doubt some Normal School will *discover her superior* qualities as a training teacher, and in order to retain her the parents of Lancaster City will be obliged to make still greater efforts than those of several years ago, when a public institution tried to secure the services of this rare teacher and disciplinarian.

THE national Department of Superintendence at Richmond passed a resolution in favor of State legislation requiring, in all school edifices hereafter to be erected, provision for furnishing 1500 cubic feet of air per hour for each pupil, and another resolution in favor of legislative enactments to make the kindergarten a part of the system of public instruction in all the States of the Union. Before this can be accomplished several State constitutions may have to be changed.

"THERE is something more than sentiment," says the *Philadelphia Ledger*, "in the movement for encouragement of tree-planting. Fine trees add value to property. The worth of fruit trees is patent to all. Shade trees surrounding residences are both useful and ornamental. As for the restoration of the denuded woods, that should appeal directly to the owners of the soil. Young trees are easy to procure, and the exercises of Arbor Day should take on a more practical form than the planting of a single tree by a school or association. It is to be hoped that the Governor's recommendations will meet with more general response than they have had heretofore."

WE are authorized by Dr. J. T. Rothrock, Commissioner of Forestry, to say that The Pennsylvania Forestry Association has determined to offer a liberal prize for the best essay on "Forestry" that may be read by a teacher at any Teachers' County Institute, between the date of this announcement, April 1st, 1894, and June 1st, 1895. This offer should attract attention very widely among our teachers who are interested in Arbor Day. The details will be announced later.

AMONG the recent graduates at the Carlisle Indian School who were chosen for an address, was Martha Napwat, a Kiowa. She is the first Kiowa of either sex to graduate from any school, as Capt. Pratt explained when she came forward. Her address was a description of the vices and degrading influences of an Indian reservation, what hardships

and brutalities there awaited any Carlisle graduate who went back to his or her people with the intention of elevating the Indian race. She ended with the words, "This is a beginning of a hard life for me. Will you blame if I fail?" Throughout the entire address she had the closest attention of the audience, some of whom shed tears over her touching appeal. It seems an outrage on decency and human rights when these graduates are sent back to the tepee and the squalid life of the camp. Let them have their chance in civilization, not in barbarism and savagery.

IT is reported by one or more County Superintendents that there are a few school houses in Pennsylvania that have *no* school outhouses. This seems incredible, and is a most shameful condition of things. Any School Board permitting it should at once be removed from office, to make way for better men. It is sinking to the level of the semi-barbarous hovels in many parts of the country which are so often without these accommodations essential to decency and proper personal habits. Will Superintendents please give this important matter their most careful attention? We have just printed another circular of sixteen pages on this general subject, for distribution among the School Directors of the State.

AT the summer school to be held at the University of Pennsylvania under the auspices of the University Extension movement, the department of pedagogy will be well represented. Prof. Frank McMurry of the University of Illinois will deliver a course of twenty lectures on the Herbartian Pedagogy and Philosophy. Dr. A. E. Winship will deliver three lectures on the Report of the Committee of Ten. The various phases of this report will be discussed by Supt. W. B. Powell, of Washington, Natural Science; Principal F. L. Bliss, of Detroit, Latin; Prof. T. C. Chamberlin, of the University of Chicago, Geography; Prof. A. N. Van Daell, of the Massachusetts Institute of Technology, Modern Languages; Prof. Ray Green Huling, of Boston, History; Prof. Edward G. Bourne, of Adelbert College, History; Prof. Charles Foster Smith, of Nashville, Tenn., Greek; and Prof. Samuel Thurber, master of the Boston Girls' High School, English. Dr. Dickinson S. Miller, of Bryn Mawr College, will deliver nine lectures on "The Psychology of the Intellect and Will." Other lectures on teaching may also be arranged for.

THE report of Dr. William T. Harris, Commissioner of Education, for the year ending June 30, 1891, shows that the enrollment in the common schools of the country during the fiscal year 1890-91 was an increase of 268,865 over the previous year. The total number of public and private scholars of all grades was 14,669,069, or about 23 per cent. of the population. This number is exclusive of night schools, art, industrial, business and Indian schools, and those for defective classes, which swell the number to almost 15,000,000 pupils. The number of teachers in public schools is reported at 368,791, one-third of whom are males. Private school teachers aggregate 60,000 in number. The total expenditure for public schools was $146,801,163. For private schools the estimated expenditures were $28,000,000. The entire number of pupils in kindergartens of the United States is estimated at 100,000, with about 3,100 schools.

OUR readers will get more than enjoyment out of the picture of the graduating class at the Carlisle Indian school, which is found in the present issue of *The Journal*. It speaks to the eye with the vivid realism of life, telling its wonderful story as no verbal description can ever tell it. "What hath God wrought!" And Captain R. H. Pratt, of the United States cavalry, has been his soldier missionary and chief Indian agent in this great work of civilization. He not only points the way to the Indian, but is his leader and guide, out of the wilderness of doubt and wrong, brutality and wretchedness, to the promised land of a higher and better life.

THE transplanting of great trees has become quite a science. The removal of trees from six to twenty inches in diameter of trunk, says an exchange, is now undertaken at almost any season of the year and success guaranteed. By improved machinery very large trees are lifted, together with from one to four tons of soil, securing a sufficient body of the fibrous roots to insure, with proper care, their safety when reset in their new positions. So confident are the contractors of success that trees are moved without even diminishing their tops, and

a large forest tree may be planted in full leaf before your door with almost entire certainty that it will live and thrive there. In the West, where the new method has been longest in use, the contractors show the longest list of references, but considerable undertakings are lately reported as carried out successfully in New England. This transplanting of large trees is very common in some parts of Europe.

WE learn from those who are in the National Normal University, of Lebanon, Ohio, that that institution has a fine attendance, which is steadily increasing, with large representation from the western and southern states. The business department has been greatly enlarged and improved, the course of study made more practical and the facilities for study increased. The new edition of the 250-page catalogue is just published. Prof. R. N. Roark, Dean of the Normal department of the Kentucky State College, says of this catalogue: "I have thoroughly enjoyed reading it. It is a text-book on education far superior to any other I know of." The catalogue is sent free to any one requesting it.

THE President of the Bristol School Board in Bucks county, Mr. J. K. Weldman, writes: "I enclose the subscription price for five copies of *The Journal* for one year, beginning with the January number, to be placed in the school library for the benefit of our teachers. I do this personally and not as President of our School Board, believing that the teachers will appreciate the opportunity thus given them to read *The Journal* and to profit by its instructive articles."

OUR venerable friend, J. A. M. Passmore, of Philadelphia, lectured in Malvern Baptist Church recently for the benefit of the Public School Library. His address was on the subject, "A Trip to the Bermudas," and of course he told some interesting stories which added spice to the information contained in the lecture. Speaking of the cable lines, he said that while on the Bermudas he desired to send a message to his wife in Philadelphia. They had previously agreed that the word "corn" should mean "All is well," and by using it he could save expense. Upon his arrival he wrote the message, addressed it according to his custom in sending telegrams, but was told by the operator that the message and address would cost $11.85. Frightened by such a charge, he decided to revise it, and finally directed it, "Passmore, Philadelphia, corn." The dispatch was started at 11 a. m., and delivered at 1 p. m. to the proper address.

ON the occasion of his fifty-eighth birthday, when Deputy Supt. Houck delivered the closing lecture of the Library Course in Lebanon, his numerous friends there had a pleasant surprise for him. After he had been introduced, as he came forward to begin his lecture, a cover was removed from the blackboard in the rear on which, boldly written, were the words, "Not so young as I used to be!" while above appeared the figures "58," shining out in many colors of brilliant electric lights. Everybody in Lebanon knows Mr. Houck, and everybody appreciated this unique way of announcing another milestone. He was elected County Superintendent of Lebanon county at the tender age of twenty-three. Can it be that the old boy is so near sixty? It *does* begin to look as if we are all getting older, though we don't as yet feel much like it.

AT a meeting of the Municipal Board of Education of Pittsburg, on March 13th, the subject of the dress of the nuns recently employed by the local board to teach in the Riverside public school, came up for consideration. The following resolution was, after a brief discussion, passed by the decisive vote of 29 to 3:

Resolved, That the wearing by any of the teachers in the schools of this city during school-hours in the school-rooms of any garb or dress distinctive of and indicating any religious order, or any attachments or adornment on their person symbolic of any such order, or of any of the teachings of any particular religion or creed, is sectarian within the spirit and meaning of Section 2, Article 10, of the Constitution of this State, viz.: "No money raised for the support of the public schools in the Commonwealth shall be appropriated to or used for the support of any sectarian school."

IN the schools of Nanticoke the busy work in the primary grade has been arranged in accordance with Kindergarten methods. Many of the children are of foreign parentage, and their faces and behavior show what the public schools of that city are doing for the masses, under the wise management of Supt. Miller.

SPRING ARBOR DAY.

AGAIN Governor Pattison calls a halt on destruction, and directs attention to the necessity of tree-planting. The spring time is upon us in all its youth and freshness and beauty. Read his proclamation, and put in the trees.

With the recurrence of Arbor Day each spring and fall there ought to be a combined effort on the part of the people of one locality and another, everywhere in the State, to plant more trees. One or two good men in a district, talking over the matter, planning the work, and interesting their neighbors, can in a few years do wonders in the way of improvement. They can change the appearance of the town, or of the whole countryside, indeed. Farms will be increased in value, roadways made more pleasant in the heats of summer, fruit more abundant everywhere, home and school surroundings more attractive, village and town more comfortable and more beautiful. Let permanent local improvement associations be organized, and get out of Arbor Day the great good there is in it.

Pennsylvania is such a big State that no single Friday will suit all sections as a day for tree-planting; therefore the Governor has named two Arbor Days, Friday, April 13th, and Friday, April 27th, either of which may be observed at the discretion of the people, each locality observing that day which is deemed most favorable on account of climatic conditions.

The fruits of Arbor Day observance are not made manifest in a year, but there is little doubt that the exercises in public schools described annually in the newspapers will help in time to build up a great public sentiment in favor of tree-planting and in opposition to the wanton or inconsiderate destruction of the forests of the State. Two decades ago an enthusiastic tree-planter, who lived in Delaware county, was much ridiculed because he amused himself planting nuts in favorable places along the highways or in his own or his neighbors' fields. Twenty years or more have passed away and hundreds of fruitful trees, now valuable for their timber as well as for their annual yield of nuts, testify to his activity and usefulness. Arbor Day, if it shall do nothing more than encourage such tree-planting as this throughout the State, will be of benefit to the Commonwealth.

On the subject of forest restoration a practical lesson is furnished in a section of the annual report of the Board of City Trusts of Philadelphia, dealing with the subject of tree planting on the Lost Creek water-shed about Girardville, Schuylkill county. From this tract of the Girard estate the timber was stripped for the use of the mines. During the past twelve years 150,000 new trees have been planted, the contribution of last year to the new growth being 20,000 trees, and provision has been made for planting 20,000 more this year. The trees first planted have thrived beyond expectation, and the experience of a dozen years has demonstrated the best varieties for replanting, so that the process in the future will be more effective than in the past.

With this successful example to serve as an object lesson, the owners of other great forest estates which have been stripped of timber for lumber or tannery uses should be stimulated to set about replanting. There are many thousands of acres of land in the State valueless for other uses which constitute a practical desert, because the original forests have been cut off and no man has planted a new tree. New forests should, for many reasons, again cover this vast area.

The Girard estate has acted the part of the pioneer in practical forest restoration and should find many imitators. Those who follow this commendable example will not only put money in their purses in the long run, but prove public benefactors into the bargain. A State with a large and well-distributed forest area will be well watered and fertile, and consequently a prosperous State.

In the celebration of Arbor Day it will be advisable to give pupils an idea of the extensive experiments in forestry which are in progress, as above, on the Girard estate in Pennsylvania, and on the Vanderbilt estate in North Carolina, an account of which is given in this number of *The Journal*. Saturday expeditions can be organized after the manner of the English people, described in the extract given below from the Phoenixville *Messenger*. And if a little plot can be set apart from the school grounds without loss to the playground, steps can be taken to introduce a school garden, in imitation of a practice in European countries, where land is far more valuable than in the New World. The following is part of the article from the pen of Mr. Robarts, editor of the *Messenger*:

"The writer when a wee boy going to the national schools in England, was a tree-planter at certain seasons of the year, as was every other boy and girl in attendance. Provided with nuts and acorns, roots and other tree germs, we were marched to the woodlands and other favorable localities, where our teachers had us deposit them in the earth and showed us how it should be properly done. No doubt, judging from the tenacity of the English character, that system is in operation there to-day, and the germs we planted forty-five or more years ago under that system, in all probability have now developed into lusty trees.

"We have in the State of Pennsylvania almost a million pupils in our common schools. If a million trees were planted every year, given a good start and cared for until they could care for themselves, would not that be practical work? And if the State should lend its aid, as it should, and cause many millions of trees to be annually planted, not only would we be able to look forward with hope as to our future timber supplies, but other advantages would accrue, climatic advantages that have more importance in the economies of nature than is generally admitted.

"It might appear to our readers, that the planting of trees by individuals or State effort is small business, and that the results would be so slow in realization as to be discouraging; but we assure them that time flies rapidly, and trees grow right along. Why, it only seems a short time since we bought for ten cents an ash tree at a sale in this town that we carried between our thumb and finger to Reeves Park, and planted to the left of the Main Street entrance. But that was twenty-two years ago! and now that tree is twenty-five feet tall with a trunk a foot through.

"We have written this article for the eye of Dr. J. T. Rothrock, General Secretary of the Pennsylvania Forestry Association, a citizen of this county, and whose heart is aflame with the laudable ambition to awaken public sentiment upon the importance of the movement started by the Legislature at its last session to learn the true state of forestry in this Commonwealth. We believe he is engaged in a very important work; that it is the duty of every journal and well-disposed citizen to approve the cause, offer suggestions if possible, and in every way to strengthen his hands and faith.

"There should be also, as we see it, a forestry association in every county, and a sub-association in every township. By such means the people at large could be informed of the depletion of timber in progress, of the cognate bad results because of it, of the importance of tree culture to keep up the supply, the best kind of trees to grow, and all that pertains to their growth. We so suggest, that interest in aboriculture may be cultivated and encouraged, that a movement general in tendency, pleasant in prosecution and resultant in great good may be the outcome."

COLONIAL TIMES.

THE following paragraph in Swank's "History of Iron in All Ages," throws an interesting side-light upon education in Pennsylvania in early days:

"Although the early furnaces and forges of Pennsylvania were subject to vicissitudes which sometimes brought them under the sheriff's hammer, it is nevertheless true that their owners were almost feudal lords, to whom their workmen and their workmen's families looked for counsel and guidance in all the affairs of life, as well as for employment; whose word was law; who often literally owned their black laborers, and to whom white "redemptioners" were frequently bound for a term of years, to pay their passage across the ocean; who cultivated farms as well as made iron; who controlled politics, and *largely maintained the churches and schools of their several neighborhoods;* who were captains and colonels of the military organizations; whose wives and daughters were grand ladies in the eyes of the simple people around them; whose dwellings were usually substantial structures, which were well furnished for that day, and ordered in a style of liberality and hospitality. The authority exercised by these old Pennsylvania iron-masters was indeed baronial, but it was also patriarchal. These pioneers were not usually hard taskmasters; if they paid low wages, they frequently made only small profits themselves; a tie of common interest, stronger than exists to-day under similar relations, bound master and workmen together. Whether the workmen were their own

masters or not, they were virtually fixtures of the furnace or the forge. The ladies of the 'big house' disdained not their poorer sisters, but *were often their teachers*, often their nurses and physicians, and always knew them by name, and would recognize and greet them with politeness. If daily toil was the common heritage of the workmen and their families, it may be said that their wants were few, and their aspirations were humble. If there were bare floors in the little log houses there was food and there was warmth within their walls. The state of society here briefly described was not free from the dark spots which vice, selfishness and ignorance give to society everywhere, but in the main it was kindly, satisfying and uneventful. The years glided on with little change, and there was content on every hand. The 'good old colony times,' when Pennsylvania was still a British province, and when George II. or George III. was king, are gone, and their mediæval flavor, their picturesqueness, and their placidity are also gone. The great State makes iron now in a different way."

Do these daughters of the iron-masters who taught the children of their fathers' employees deserve less credit and honor than the famous Queen Louisa, who visited the schools of her people and helped to make Prussia the land of schools and schoolmasters?

DARBY BOROUGH.

MR. J. R. ELFRETH, Secretary of the School Board of Darby, Delaware county, says in a private letter: "After reading the article in your editorial department on school outhouses, I send you an account of how we manage ours, and if you think it worth an insertion in *The Journal*, I hope it may arouse some Directors to look after those under their care." We are glad to publish the article which he sends, as follows:

"I was pleased to see in *The Journal* for February the article on school outhouses, and think your denunciation of a large proportion of these, especially in country districts, not a whit too strong. 'They are a disgrace to civilization, abominable, moral plague spots in the community.' In many districts Directors never enter them to see the condition they are in, and, unless the roof is off or the house going to pieces, they seem as ignorant of their existence as if there were no such building on the school grounds.

"Teachers can do much to break up the drawing of immoral pictures and indecent writing found on the walls of many outbuildings, if they have the support of the Directors. Some teachers are too modest to speak to Directors about it; and if they do, and fail to get their support in their efforts to break it up, as I have heard of instances of the kind, it is very humiliating.

"I should be glad if a circular containing the recent act of the Legislature in regard to Public School Outhouses, as published in *The Journal*, could be placed in the hands of every Director in the State, to be read to their respective Boards. They would see that they have ample authority to remedy this evil, and, if they will exercise it and strengthen the hands of the teachers in their endeavors to break it up, there will soon be an end of it.

"For the encouragement and information of Directors, I would state how we got rid of this evil in Darby Borough. It is now over ten years since our Board decided that a stop should be put to the indecent writings and drawings in the school out-buildings, which, at that time, I suppose, were quite as bad as many of those now complained of. During the summer vacation all the walls and partitions of the out-houses were cleaned off, and everything was put in good order. The Board passed a rule that any pupil found drawing or writing on the walls, fences, or out-buildings, should be suspended for one month; and when the schools were opened in the fall all the children were informed of the rule, and the intention of the Board to break up the practice. The janitors were instructed to report to the teachers at the close of the afternoon session the condition of the closets, and if any marks were found, the culprit was soon detected and punished. A few examples soon broke the whole thing up, and we have not since been annoyed by this pernicious practice.

"Darby is a manufacturing town, and I do not suppose the children here are any better than those in other places. As we have eradicated this evil, so it can be done in other places, and my advice to the School Director everywhere is, 'Go and do thou likewise.'"

FARMER AND THE FARM.

THE EDUCATION OF THE FARMERS' SONS AND DAUGHTERS.

SOME one has said that the greatest problem of the nineteenth century is the *boy*, with one exception, namely: the *girl*. We shall not attempt to discuss the problem in all its length and breadth, but shall confine ourselves to that portion of it which confronts the rural districts of Pennsylvania. Nor is this part of the problem as comprehensive as many suppose. Only one-fifth of our population is engaged in agriculture; the remaining four-fifths are engaged in other occupations, and may be said to live in the larger villages, towns and cities.

In the last decade the population of Pennsylvania increased more rapidly than that of any other State in the Union, and yet the last triennial assessment shows a decrease in the number of taxables in many rural districts. In the last century Alexander Hamilton lamented the reluctance of our people to move to the cities. He predicted that our nation could not attain greatness until there was a change in public taste. Had he lived until the closing decade of this century, his most ardent wishes in this respect would have been more than gratified. Strong men are bred in the country; then they move to the cities to find a field for the display of their powers. The statement was recently made that all the bank presidents of New York City were country boys. When Washington Gladden addressed his famous circular to the hundred most successful business men of Springfield, Massachusetts, upwards of eighty replied to it, and sixty-nine stated that their early days had been spent in the country.

If the claim that so many of our merchant princes and other leaders in the city were once country lads, is founded in fact, there must be something in the tranquil conditions of country life that is conducive to the development of brains, and vigor, and strength of character. Civilization reminds one very much of the fable of Antæus. When Hercules wrestled with this giant athlete, he found that Antæus regained his strength as often as he touched his mother Earth. But when Hercules succeeded in lifting him up and sundering his contact with the *soil, he soon* conquered him. History teaches that agriculture lies at the basis of national prosperity, that races go to ruin when their contact with the soil is destroyed. With the decay of agriculture in the states of Greece and Rome, and the growth of cities, the political habits and social purity of the masses underwent a decided change for the worse. With justifiable alarm it has been pointed out that according to the last census one-fourth of the entire population in the United States dwells in large towns and cities, and that in many places the most progressive part of the rural classes have moved to the large industrial centres. In Pennsylvania the tendency toward the large centres of population seems to have been intensified to a degree equal to that of the Netherlands, where four-fifths of the population dwell in towns of over 2000 inhabitants.

It would be difficult to enumerate the many forces which have conspired to produce this effect, but no doubt a partial though by no means adequate explanation is to be found in the kind of education which has been given in our rural schools. The instruction hitherto given has created altogether false ideals of success, and false notions of the relative advantages of country and city life. The city is held up as possessing advantages and comforts and chances of preferment which the country does not possess. The few who go from the country to the city and there achieve eminence and success, are held up to the admiring gaze of the country lad, for the purpose of stimulating his ambition and his zeal in study; the thousands who fail and who eke out a scanty subsistence, living from hand to mouth, are never heard of until a financial and industrial crisis robs them of employment and throws them and their families upon the charity of the public. Ninety-five per cent. of those who start in business are said to fail; rural life shows no such percentage of failures. When the price of wheat and meat is low, the farmer may not realize much on his products; but he and his wife and children have something to eat.

"But," exclaims some one, "nine-tenths of our farms are mortgaged for all they are worth." A statement of this kind, if reiterated again and again, is at length accepted as true by most people without further investigation. A writer in the *American Agriculturist* has recently examined the census of 1890, and he finds

that more than seventy (70) per cent. of our American farms are fully paid for, and less than thirty (30) per cent. are mortgaged. The average mortgage represents only one-third of the value of the farm upon which it is secured. The total amount of farm mortgages is hardly one-tenth of the whole value of all our farms. In 1880 nearly one-fifth of the mortgage indebtedness rested on farms; but in 1890 farm mortgages represented only one-seventh of the country's whole indebtedness on real estate. According to Geo. K. Holmes, the indications now are that the final figures will show that over two-thirds of our four and a half millions of farms are owned free of debt, and that all the mortgages on actual farms in the whole United States to-day do not exceed the value of one year's hay crop. A wide-spread discussion of these facts at school, at the Farmers' Institute and in print, should cause a revulsion of public sentiment favorable to agriculture.

We do not have at hand the figures for Pennsylvania. Probably the statistics are not as favorable as those of other parts of the Union, for in some of our counties farms have recently been selling for less than their assessed valuation. Nevertheless a very careful State Senator, who has looked into the sheriff's sales of farms in Lancaster county during the past year, ventured the assertion that, with two exceptions, the failures were due to speculation in other lines of business. Listen to the proceedings of the State Horticultural Society, and you will reach the conclusion that some of them either make big profits or tell big yarns. A practical dairyman near Harrisburg has, by the use of Babcock's test, weeded out his poor cows and substituted better ones until he has increased the average weekly production of his dairy of forty cows one and one-quarter pounds each per week, and he further claims to have done this without the consumption of any more food. Instances can easily be cited to show that by putting brains as well as toil into the soil some farmers get a rich return in money.

The yearly statement of one of the market gardens near Paris sounds as fabulous as the tales of the Arabian Nights. The garden was two and one-quarter acres in extent, the rental was about $175 per acre, 15 men were employed, and yet the profits considerably exceeded $5,000. Our rapidly-growing centres of population will in no long time give us districts similar to the suburban regions in the vicinity of Paris. In this connection it must be borne in mind that France teaches agriculture in her public schools. The object lessons and drawing in the lowest grades relate to farm products. The rural schools have a school garden attached, in which practical lessons are given to pupils from seven to nine years of age. Older pupils receive more advanced lessons.

Teachers, as a rule, are the most conservative people on the face of the earth. They seldom place a just estimate upon any thinking outside of the traditional branches of study. Is there not as much effective thought displayed in a good crop of early potatoes as in the solution of a problem in circulating decimals? Did the dairyman not show as much good thought in the management and increase of his dairy product as Hegel did in the production of his philosophy of history?

The first great test of good teaching is found in good thinking on the part of the pupils. All thinking is a process of comparison. Hence the prime condition of good thinking is clear, definite concepts of the things to be compared. And this is precisely the point where many a pupil is shipwrecked. A boy of the city was asked the size of a cow. He replied, "As big as a finger nail." The country boy knows better than that. But ask him whether a cow's horns are above the ears, below the ears, behind the ears or in front of the ears, and you will find equal ignorance of things which he at least might have observed. A few judicious drawing lessons would for ever cure ignorance of that sort, by opening the pupil's eyes to his environment on the farm. Why not let the object lessons turn upon the real things with which the farmer's sons and daughters must be conversant if their toil and thought are to make farming lucrative? Why not tell the boy of great agriculturists when he studies the history of his own and other lands? He hears of Wellington and his battles, but never a word of Townshend and the Norfolk rotation of crops. He hears of Gladstone and his speeches, but never of Bakewell and his improved breeds of stock. He reads of Roscoe Conkling and his management of political conventions, but not of the man who did more for New York than Roscoe Conkling—we refer in all seriousness to

Jesse Williams, who conceived the idea of a cheese factory and built the first one at Rome, New York, in 1851. Our pupils read about the pioneers who fought and cheated the Indians, but how few have heard of the pioneers in improved methods of farming, whose services to humanity entitle their statues to occupy conspicuous places in the temple of Fame?

If these facts are to be instilled in the minds of our farmer's sons and daughters, if the secrets and principles of agriculture which are now known to a favored few, shall be made as familiar to our country boys and girls as are now the facts and principles of mathematical and physical geography, once known to but a few leading men at the great universities, then the one thing that is needed above everything else is better teachers and longer terms in our rural s hools. Every sane man admits that the rudiments of knowledge, which are seldom acquired if not learned in childhood, should be taught first. Every teacher knows that the time during which some boys and girls find the schools open, is barely sufficient to give them a taste for good literature, and to teach them the essentials of a common-school education.

Pennsylvania ranks *thirteenth* among her sister States in length of school term. Is she thirteenth in resources and material wealth? With the exception of West Virginia the States bounding her on the north, south, east and west have a longer term. In violation of the plain letter of the law, the minimum term of six months is subdivided into a summer and a winter term, whereby some farm hands get but two or three months schooling each year. Is there a single southern State that does not give its colored children better school facilities than that? Does the South think more highly of its negro boys than Pennsylvania of her white children? A youth living in one of these divided-term districts can be excused for migrating into the city in the hope that even if *his* golden hours for study are forever gone, his posterity may enjoy school advantages equal to those which are offered south of the Mason and Dixon's line.

There are some things which the School Department can not explain. *Some districts levy no school tax whatever.* One hundred and thirty-three (133) districts *pay less in teachers' salaries* than the State gives them for the support of the *schools.* Most of these districts have but a six months' term. In the long run, can this be anything but a suicidal policy for the agricultural districts? When the next Legislature meets, will the cry not come from the cities that the country districts have been receiving more money than they need, that a larger share of the appropriation should go the cities which with increased taxes and the annual erection of new school houses, still find it impossible to provide as many seats as there are children to be educated? May not the corporations claim that they have been taxed beyond the necessities of the Commonwealth? A part of the public revenue is obtained by taxing widows' thirds and the money which guardians have loaned out for the benefit of their wards. May the widow and the orphan not justly claim a return in the shape of better schools and longer terms?

It has been said that a poor lawyer is too dear at any price. A poor teacher is too dear as a gift. Where a poor teacher is employed the children lose golden hours and golden opportunities, their taste for study and desire for knowledge is destroyed, and the salary paid is public money wasted. But all the blame should not be cast upon the poor teacher. The State College furnishes a library on agriculture, consisting of fifteen volumes, for $18.04, but what teacher, earning from twelve to thirty dollars for six months, can afford to purchase such a library? Moreover, there are districts in Pennsylvania where the farmer taxes himself five or six hundred dollars for each son and daughter in order to procure for them, at boarding school, an education in branches which might be taught at home if the best teachers were employed and township high schools were established and maintained. The farmer whose acres are free from debt may afford this expenditure, but the tenant who farms "on shares," is unable to send his children away to school; hence they grow up, having poor school advantages, with no knowledge of how to make farming pay, and is it any wonder that they move to the cities in quest of better schools and more lucrative employment?

The following measures and remedies deserve careful discussion and adoption in so far as they are feasible and practicable:

1. An agitation that will create in the public mind the belief that on a farm there is nothing more valuable than the farmer's sons and daughters.

2. The purchase of a small library on agriculture, such as the State College furnishes for $18.04. This would not be half as expensive, and might be made ten-fold more useful than the expensive charts which many School Boards have been led to buy.

3. The employment, in rural districts, of teachers with enough training to show the application of elementary science to agriculture and horticulture. Enough instruction might be given to awaken interest and thought in the direction of successful farming.

4. The lecturers who speak before farmers' institutes might visit the schools and show how object lessons can be given in their special line.

5. Follow the example of France in fixing a time when Agriculture shall form a part of the school curriculum in country districts.

6. Ascertain whether any industries have been brought to Pennsylvania whose property is exempt from all direct and indirect taxation for school purposes, thereby obliging the farms and other real estate to pay for the schooling of the children of those employed in these industries, and if so, equalize the taxation for school purposes.

7. Where schools are so small that a teacher must be hired for less than a dozen pupils, give directors the option of paying for the daily transportation of these pupils to other school houses, thus increasing the attendance at each school to a reasonable number, and making the hiring of the best teachers possible. This plan has been followed in Massachusetts with good results.

VACCINATION IN THE PUBLIC SCHOOLS.

THE recent decision of Judge Metzger, of Williamsport, defines the power to require vaccination in the public schools, and places the duty and responsibility where it properly belongs. The law places the management of the schools in the hands of the Boards of Directors, whom the people have selected, and it is necessary for the Board of Health to reach the public schools through the men in whose charge the law primarily places these schools.

In the course of the argument in favor of the injunction, one of the attorneys claimed that there were children just recovering from measles and kindred maladies who were physically unable to undergo vaccination. To this the court very properly rejoined: "If the child is too ill to be vaccinated, it must be physically weak and unable to attend school." Should the Board of Health find it wise to omit vaccination for physical reasons in the case of any child, the resolutions of the Board of Directors are not unchangeable like the laws of the Medes and Persians; but if it is found advisable, they can make exceptions, for instance, in the case of a child afflicted by a scrofulous constitution. It should ever be borne in mind that all power and responsibility in this matter belongs ultimately to the School Board.

SLOYD IN PITTSBURG.

WHEN the Pennsylvania Commission on Industrial Education visited the manual training schools of Europe and America, very excellent work was found in several of our large cities; but it was mostly adapted to pupils in advanced grades. In 1890 Supt. G. J. Luckey, who was a member of the Commission, resolved to try a plan of wood work in the schools of Pittsburgh.

Miss Elin Esselius, a graduate of the Normal Sloyd School of Sweden, was employed to give instruction in wood work. A room in the basement of the Forbes School was fitted with work-benches, each supplied with the ordinary tools, such as two planes, four saws, turning saw, T-square, try-square, marking guage, dividers, drawing tools and the like. Special tools for occasional use were also placed in the room. Both the tools and the wood were supplied by the local Boards, while the teacher was paid by the Central Board.

Classes of sixteen recite on alternate days, during periods of one and a quarter hours, so that one special teacher instructs two hundred and fifty-six (256) pupils in the course of six days. Blue prints are purchased from which the pupils make their own drawings, these being afterwards applied in their wood work. They become familiar with the use and commercial value of the different kinds of wood, and develop remarkable skill in the use of tools.

The eagerness and the interest with

which they work, show how deeply Sloyd has taken hold of their minds and hearts. Not only does it give them an opportunity to work off their surplus physical energy, but truants have been cured of their bad habits by the threat that absence from school would involve the loss of a place in the Sloyd class.

The total cost for fitting a room with benches for a class of sixteen is about three hundred dollars, and the movement in favor of this kind of manual training is gradually spreading into all the ward schools, and thereby solving a new problem in the Pittsburg schools.

"KANSAS LEADS."

TEXT OF LAW OF STATE OF KANSAS.

ANOTHER State heard from! The following welcome note is received from Hon. H. N. Gaines, State Superintendent of Public Instruction, under date "Topeka, Kansas, January 23d, 1894." We are glad to know that Kansas is ahead. He says: "The circulars pertaining to School Outhouses have been received. In reply, permit me to say that Kansas never follows, she always leads. The educators of Kansas congratulate the people of your State for having taken such a step forward in civilization. A statute has been enacted as follows:

"That the school boards and boards of education, having supervision over any school district in this State, shall provide and maintain suitable and convenient water-closets for each of the schools under their charge or supervision. These shall be at least two in number which shall be entirely separate from each other. It shall be the duty of the officers aforesaid to see that the same are kept in a neat and wholesome condition; failure to comply with the provisions of this act by the aforesaid officers shall be grounds for their removal from office."

One says: "The expanding crusade for decency in connection with School Outhouses is one of the very important movements in our educational history and cannot but exert a transforming influence upon our civilization."

Dr. E. E. White, of Cincinnati, Ohio, writes: "Many thanks for your circulars on School Outhouses. This is a most necessary reform. For years I have cried aloud against the *abominations* found in too many school districts. I have made it a point on Directors' Day to preach a little of the Gospel of Purity in plain language, but I did not know until last fall that Pennsylvania has a law on the subject. Good for the Keystone State! I think I like the New York law better than yours. Now let all school officers enforce the law for the children's sake! Please send a copy of these circulars to the *Ohio Educational Monthly*, and to all other educational journals, that they may aid in this good work."

A clergyman writes: "The matter is one of very great importance. I doubt whether one in ten of the Directors in ——— county knows what the law requires, and I doubt also whether the outhouses of one school in twenty in our country districts are what the law requires. Why not supply enough circulars to each County Superintendent, so that he may place at least one copy in the hands of the Secretary of each School Board, urging him to call the attention of the Boards to this matter?"

"OUR CALL TO DUTY"

was a scattering fire of grape and canister which, it was thought, might be effective. Not a few of these texts in paragraphs from many sources go straight to the mark as if shot from a Maxim gun. The far-reaching possibilities of this work grow upon us as we see how wide-spread is the recognition of its value.

A lady of Chicago who has for a long time been a leader in education and other good work, writes: "Will you kindly send me a number of your circulars upon School Outhouses, if you have them to spare. I wish to send them to our Superintendent, Education Department of the Women's Club, and other places where they will do the most good. Your 'Call to Duty' is one of the best things on the subject that I have ever seen."

"In the February number," says Supt. Jos. K. Gotwals, of Norristown, under "Our Call to Duty," I find many very excellent selections. Can I have them printed on separate slip, as I would like them for distribution? I am much pleased with *The Journal*. All its articles have merit in them. The prominence given to the proper arrangement and care of outhouses has my hearty approval. I feel that there is great improvement needed in this direction. It is to be hoped that Directors in every city, borough, and district will see that this law is observed to the letter.

HEALTH AND MORAL TRAINING.

The following communication was addressed by County Supt. H. M. Putnam, of Warren county, to each School Director in his county, with a copy of the new law on the subject:

"Below you will find an Act of Assembly that is of great importance both from a sanitary and a moral standpoint. That the provisions of the act are not complied with in many parts of Warren county is well known. In many districts the character of the outbuildings furnished is such that a description would be out of place in this communication.

"The health and moral education of the children in our schools should certainly receive the care and attention their importance demands, and it is not necessary to argue that clean and comfortable outhouses aid in both directions.

"It is hoped that school officers will see that the law is strictly complied with. Teachers should call the attention of Directors to the condition of things in their district, and all who have the best interests of the children at heart should aid in enforcing the law. The authorities in many counties of the State are taking active measures to eradicate the evils that the law on this subject seeks to remedy. We of Warren county have a work to do. Will we do it?"

BUSINESS METHODS.

THERE appears to be a want of understanding among members of a few school boards scattered here and there throughout the State, as to the proper method of paying for their necessary purchases. It is well to do business as business men are in the habit of doing it, and this brief statement may afford information to some of our readers.

1. Unless otherwise agreed between the parties, bills for purchased articles are payable, not at the house of the treasurer, wherever that may be, but at the place where they are kept for sale. It is the duty of the purchaser to remit, at his own expense, to the party selling the goods, the amount of his bill.

2. An order on the treasurer does not constitute a payment unless accompanied by the cash or its equivalent.

3. An order on the treasurer duly endorsed by the person in whose favor it is drawn, becomes a receipt or voucher for payment of the bill, and in the treasurer's hands, is evident that the bill *has been* paid. It is evident, therefore, that such endorsement should not be required *until* the bill has been paid, it being both irregular and unbusiness-like. The treasurer should make the order payable at some bank, or accompany it with his check signed as treasurer, and payable to order. The party receiving order or check can not collect the money from the bank without endorsing the check, and this endorsement constitutes a receipt or voucher in the treasurer's hands. It then becomes the duty of the recipient to endorse the order and return it to the treasurer, and as it has no value except as an additional voucher, there could be no inducement to retain it.

Many districts have printed or written in their orders, "Payable at ——— National Bank," naming it. This makes it convenient for all parties as a bank check, and when paid it becomes a voucher. Treasurers should deposit their school funds in bank, or arrange with bank officers to receive their orders as checks.

We present this matter at the request of business men who have been annoyed at the apparent lack of knowledge of business methods on the part of some of their creditors.

THE RIGHT MAN.

GOOD FORTUNE OF PHILADELPHIA HIGH SCHOOL IN ITS NEW PRESIDENT.

THE long struggle for the principalship of the Philadelphia High School is happily ended, in the choice of the best man that has been at any time named in connection with that very important position. Rev. Robert Ellis Thompson, D. D., LL. D., late John Welsh Centennial Professor of History at the University of Pennsylvania, who is chosen, is such a man as should leave his impress deep and enduring upon the school, and through it upon the best life of the great city. He has already taken hold of his new work. The ceremony of installation, February 26th, began with the reading by the Rev. Dr. McCook of Proverbs viii., followed with a prayer by the Rev. W. J. Wylie.

In introducing the new President, Mr. S. S. Huey said: "Shortly before the beginning of this year, President Johnson

resigned his position. I introduce to you as his successor, Professor Thompson, known to us all as a ripe scholar, an experienced teacher, and a pure and upright man. He comes to us in obedience to a call which has seemed to him to be a summons to duty—with a warm, loving interest in youth, an enthusiasm for the profession of teaching, a consecration of all his powers to the future of this charge, and an earnest desire for sympathetic co-operation in his labors."

Addressing Prof. Thompson, he said: "The Board of Education places in your hands to-day the control of the principal school under its jurisdiction as a sacred trust. Over 700 young men preparing for their life's work constitute a precious charge. We hand it to you. Humanly speaking, a whole generation of youth will feel your impress. Care for them as you shall answer in the forum of conscience and at the bar of public opinion. The city looks on hopefully, even enthusiastically, as it echoes our belief that your brain, your heart, your energies, your character, constitute a guarantee of the work you will do and the results you will achieve."

The new President received an ovation from the assemblage, the pupils enthusiastically applauding. From his manly inaugural address we take the following paragraphs:

It is always embarrassing to find that the commonplaces worn and well used by a thousand occasions are the only adequate expression of one's feelings. This exactly is my present position. What can I say first of all but to express my sense of my own inadequacy to the responsible charge to which you have called me, of the greatness of the work to which to-day I am to put my hand, and of the reliance upon God's help and yours, which alone could encourage me to undertake it? I can say with entire truth that this place has sought me and not I the place, and it was only when I was brought to feel that there lay in your call to it a higher vocation from a higher wisdom than yours or mine, and that it would be cowardice in me to shrink from a charge which it would have been rashness to have sought, that I yielded to the suggestion made by some of you.

Since that decision was reached I have been greatly confirmed in it by the hearty expressions of public satisfaction which have reached me, and not least from my former colleagues in the Faculty of the University, who have worked for years by my side. It is not generally supposed that persons of my nativity are deficient in self-esteem, but I have not yet reached the point of taking this post with the light heart of an easy confidence, yet I do take it with gratitude to your honorable Board for the great honor they have done me in making this selection, and with the earnest purpose to leave nothing undone that lies within my power to justify you in the choice you have made.

But enough of myself. In the letters I have received I have become aware of two facts, which I regard as most encouraging for the future. The first of these is the warmth of attachment which binds the alumni of this school together in support of its good name and its interests. Of this, indeed, I already had taken notice in observing its recent history, and the strong expressions of filial regard which they all, from the Governor of the Commonwealth down to the youngest graduate, had employed on fitting occasion.

But it was brought home to me more closely when I myself heard everywhere this almost passionate attachment expressed. I realized as never before the advantages possessed by a school which stands related, as this does, to the intellectual life of a great city, and whose alumni form a homogeneous body, not drawn from all parts of the country and scattered to all parts on commencement day, but Philadelphians born, Philadelphians to live and die, and blending their love and respect for their city with like feelings for the institution in which the city gave them their training for the largest walks of social usefulness. The possession of such sons is the best ornament of their Alma Mater. . . .

Certainly of not less importance is the larger development of the school to meet the actual and ascertained wants of the community it is to serve. This, however, is a matter on which I can speak only in the most general terms, as the whole question calls for careful study on the part of all that are to have any voice or part in giving shape to its future.

But it is not too much to say that the changes to come will be evolutionary rather than revolutionary in their character. They will be on the lines indicated by the school's past history, and not violent breaks with that history; and I share the hopes of those who look for such an elevation of the character of the work done here, that its degrees in arts will be worth as much to those who receive them as those conferred by any sister institution. To me it seems that Philadelphia gave something like a pledge to that effect when she accepted from the State the right to confer University degrees upon the graduates of this school.

Permit me to express my great satisfaction with the changes effected under the administration of the late President of the school. By enlarging the facilities for classical studies in preparation for a university curriculum, the school was brought in harmony with the High School system of the

country, and adapted to meet the needs of a large class of young men.

I speak with feeling on this point. If the High School of 1858 had offered such facilities, I would have been among its graduates. And I represented a very considerable body of the youth of our city, who were looking forward to a career in which Greek and Latin were indispensable, and to whom the city extended no helping hand. I believe there was not a Northern State, except our own, in which no facilities were offered them, and even in ours, this was done up till 1834 by the county academies, established with assistance from the State Treasury, and entrusted only to teachers who held a University degree or its equivalent.

One curious result of this neglect on the city's part is seen in the nativity of the clergy of her Christian churches. They are in the vast majority of cases not natives of Philadelphia. Professor Rothrock tells me that if Pennsylvania were shut up to her own timber supply, she would not have a tree left in four years. If Philadelphia were restricted to her own supply of preachers, most of her pulpits would be vacant and silent. For the churches are dependent in the main upon the children of persons who are not so circumstanced as to afford private schooling for their children; and where such are debarred from help in the public school system, the obstacle is likely to prove final in the majority of the cases.

Now I shall not argue with any one who thinks it is no matter of public interest whether or not the churches of a great city are fitly supplied, or its own sons fairly represented among men whose social and local influence is so deep and far-reaching; nor shall I plead with those who see no discredit in the fact that a city like ours "sponges" on the rest of the country for its ministers.

Equally laudable has been the expansion of literary studies which has been effected. The studies called practical need no special advocates in Philadelphia. The spirit of the city, which this school is not intending to antagonize, will always secure them a fair chance. But a grave, real want of Philadelphia is a wider diffusion of sound literary taste and a more careful development of literary faculty in those of the rising generation who possess it. Even in a practical sense a city must suffer through the lack of imaginative writers, to interpret its life, past and present, to its own people and the world.

It is no commercial disadvantage to any community that its poets, novelists and historians have made it interesting to the rest of mankind. The prestige thus obtained has its solid value in even the lowest terms in which value can be measured, and here our city has suffered in comparison with others in the land. The richest of all American cities in historic associations, she has made the least of her advantages in this respect, and we have even seen the growth of a myth that American history took place chiefly in and around Boston.

Few as are the historic sites within our bounds which have been suitably marked, fewer still are the historic events which have been suitably commemorated in song or speech by a Philadelphia author. For 20 years past I have been looking for swans among our youth, and not without encouragement. The record in literature already achieved by graduates of this High School bids me hope that the increased attention to literary study will not be fruitless of good.

I am not unmindful of the good work done in our city in the study of biology, history, political economy and other scientific fields. I hope the day is coming when the biological studies will take a larger place in our own curriculum than it has yet been possible to give them. I agree heartily with Carlyle in complaining of any method of education which leaves its graduates strangers to the humble dwellers by the wayside, the flowers, the birds and the beasts of the field.

But the highest end for which this school and every school exists is not the enlargement of intelligence or the development of mental faculty. We may achieve these, and yet fail of the true end for which we gather here the youth of our city in the years most susceptible to impression and instruction.

We are here, first of all, for character building, and this great city looks to this school and to all her schools, each in its degree, for the training of those who shall take the places of the men of public spirit, social virtue and reverent piety, whose names are the brighest spots in her annals. The city of Thomas Story, James Logan, Benjamin Franklin, John Dickinson, Charles Thomson, William White, Benjamin Rush, Anthony Benezet, Matthew Carey and his more illustrious son, Albert Barnes, Henry Reed, Stephen Colwel, John Welsh, George W. Childs [applause]—she reckons it her chiefest honor to have been the mother of men—men upon whom she rested her confidence in every emergency, knowing they were made of a metal that would never flinch nor fail her.

I am no prophet nor the son of a prophet, but I see in the future the threat of greater emergencies which shall try men's souls. We seem to be entering upon a period of audacious social experiments, which will demand the largest wisdom and the firmest principles in our educated classes. Social problems from which we thought this new, free, rich land would be forever exempt are looming up in the most threatening shape, and I know of no outfit which can equip us to meet the perils of this coming age, except the possession of right principles worked out in a virtuous life.

To secure this equipment to the coming generation, the school must co-operate with the home, the Church, the State, and all the forces which work for righteousness in act

or in character. By its firm but kindly discipline it must prepare them for binding the law upon themselves, when mature years have set them free to make of their own lives what they will. By the earnestness, the reverence, the purity of thought and speech here, we must throw around them the atmosphere in which all good things shall seem native and natural to their thought.

By our loyalty to truth in every shape we must awaken them to a perception of their birthright to all truth, human and divine. By lives lived in the presence of the great Taskmaker, we must help them to realize the great truth of responsibility to God, which alone can bring us into right relations to man.

These are the greatest things education can do for us. Which of us has not to look back with the profoundest gratitude to some guide of our youth who did this for us?

The worst education that brings with it such lessons as these, and makes those who receive it good, public-spirited, honest, patriotic men, is better than the best that results in development of intelligence alone. "Knowledge without integrity," says Dr. Johnson, "is dangerous and dreadful." The dreadful, petrifying eye of the Gorgon, John Sterling reminds us, was an eye divided from a living, human, heavenly heart, yet still retaining the power of penetrating vision; and is not his saying illustrated more abundantly in our day than ever before, in the career of men armed with the science of our age to use it only for destruction—bidding defiance to all authority, human or divine—elevating the maxims of hate to a code of social life?

These are the evils which threaten us, and may God help us to make the influence of this school a power on the side of goodness, purity, brotherly love, reverence for authority, and respect for the rights of men. Through all changes and under whatever direction, may it train such sons for this dear city of our love that men shall say of it, not "What manner of stones!" but "What manner of men are here!"

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, *April*, 1894.

THE Teachers' Permanent Certificate was issued January 23, 1894, under the regulations of the Department of Public Instruction, to the persons here named:

16. J. K. Ellwood, Pittsburgh, Allegheny county, graduate of Heidelberg College.
17. A. C. McClean, Pittsburgh, Allegheny county, graduate of Thiel College.
18. Robert A. Townsend, Reading, Berks county, graduate of Bucknell College.
19. W. R. Keller, Johnstown, Cambria county, graduate of Lebanon Valley College.
20. T. B. Johnston, Johnstown, Cambria county, graduate of Washington and Jefferson College.
21. James A. Stewart, Hollidaysburg, Blair county, graduate of Washington and Jefferson College.
22. Francis D. Raub, Allentown, Lehigh county, graduate of Muhlenberg College.
23. Samuel Transeau, Williamsport, Lycoming county, graduate of Franklin and Marshall College
24. C. D. Oberdorf, Sunbury, Northumberland county, graduate of Princeton College.
25. Frank P. Manhart, Selinsgrove, Snyder county, graduate of Pennsylvania College.
26. Henry E. Raesly, Wellsboro, Tioga county, graduate of Lafayette College.
27. E. M. Mixer, Conneautville, Crawford county, graduate of Allegheny College.

Also, February 28, to the following college graduates, on compliance with the conditions required:

28. Caroline Hay, New Brighton, Beaver county, graduate of Westminster College.
29. Artalissa Bentley, Steelton, Dauphin county, graduate of Westminster College.
30. Angelina Hambleton, Swarthmore, Delaware county, graduate of Ardmore College.
31. H. C. Greenewalt, Fayetteville, Franklin county, graduate of Princeton College.
32. Lottie B. Byers, Pulaski, Lawrence county, graduate of Westminster College.
33. Lemira W. Mealy, Greenville, Mercer county, graduate of Westminster College.
34. Celinda E. Cook, Greenville, Mercer county, graduate of Thiel College.
35. Alice T. West, Greenville, Mercer county, graduate of Thiel College.
36. Thomas McKean Farquhar, Bethlehem, Northampton county, graduate of Lafayette College.
37. William E. Blair, Tioga, Tioga county, graduate of Syracuse University.

DUTY OF SCHOOL BOARDS.

PUBLISHING ANNUAL FINANCIAL STATEMENT.

THE law entitled "An Act to regulate the publication of the accounts and financial statements of School Boards," should not be disregarded by Boards of Directors, as has been the case in some school districts. The penalty imposed by the act for neglect of this duty is not a light one, The law is as follows:

SEC. 1. That it shall be the duty of each

board of school directors in the several school districts of this commonwealth annually, at the close of the school year, to place in the hands of proper auditors a full certified statement, itemized, of their receipts and expenditures for the past year, including the assets and liabilities of the district, of all kinds, with all books, papers and vouchers relating to the same, to be by said auditors examined, and if found to be correct, approved; such statement to be spread upon the minutes of the board of directors, and in a condensed but fully classified form *published by said board in not less than ten written or printed hand-bills*, to be put up in the most public places in the district, or, if deemed preferable, in the two newspapers of the county in which the district is situated, having the largest circulation among the citizens interested; and for any neglect or failure to perform the duties enjoined by this act, the officers named therein shall be considered guilty of misdemeanor, punishable by a fine not exceeding three hundred dollars, to be paid into the school fund of the district in which the offense shall have been committed.

SEC. 2. That the publication of the accounts of school boards herein provided for shall be in lieu of all publication of said accounts now required by law; and all acts or parts of acts inconsistent herewith be and are hereby repealed. *Provided*, That the provisions of this act shall not extend to cities of the first class.

VACCINATION.

AUTHORITY OF THE SCHOOL BOARD.

IN order to prevent the spread of small-pox, the Board of Education in the city of Williamsport, acting in co-operation with the Board of Health, adopted a resolution that no pupils should be allowed to attend the public schools who had not been successfully vaccinated and furnished a certificate by a physician setting forth this fact to the teacher. Application was made to Judge Metzger for an injunction to restrain the Board from carrying this resolution into effect, and the opinion in which he refused to grant the injunction, settles and defines the authority of School Boards to require vaccination for the purpose of preventing the spread of small-pox. The following is the text of the decision:

In this case an injunction, preliminary until hearing and perpetual thereafter, is asked for to restrain the school district of the city of Williamsport from enforcing the following resolution, adopted by the Board of Directors of said district, to wit: "That no pupils be allowed to attend any of the public schools of this city on and after Monday, Feb. 19, 1894, unless such pupils have been vaccinated, and furnish a certificate setting forth this fact to the teacher."

It must be conceded that if the Board of School Directors of the district have the power to pass and enforce the resolution in controversy, that the court has no authority to interfere by injunction, unwise as such action of the Board might appear to the court to be. We cannot inquire into the exercise of their discretion to ascertain whether such discretion has been wisely exercised. The board of directors are the agents appointed by the voters to control the schools of the district, and all persons are bound by their lawful acts. When acting within the scope of their authority, the courts are powerless to restrain their action, unless possibly in an extreme case of abuse of discretion. As is said by Woodward, Justice, in delivering the opinion of the court in case of Wharton, et al., *vs.* School Directors, 42 P. F. S., 364: "If they transcend their powers the court can restrain them. If they misjudge their powers the court can correct them. But if they exercise their unquestionable powers unwisely, there is no judicial remedy."

I know of no decision in Pennsylvania which questions this doctrine.

But it is argued they have no power or authority to pass and enforce such a resolution. I cannot assent to this proposition. The Legislature of Pennsylvania has granted them the power to exercise a general supervision over the public schools of their district. This certainly implies the power to make any rule, or regulation, which may be deemed necessary for the prevention of the spread of disease among the pupils attending school. This is a sanitary regulation, intended to protect the health of the pupils. No one would doubt their power to exclude a pupil from school, if its parents or any member of the family in which it resided was afflicted with small-pox, or any other malignant disease that was contagious. A rule excluding all such would be regarded as reasonable and proper. Why then should an order excluding all not vaccinated, and who refuse to be vaccinated, be held unreasonable and beyond the power of the directors to enforce?

It is not a cure for the disease, but it is a generally recognized preventive of small-pox. Why should the children who have adopted this preventive be compelled to mingle with children in the public schools who stubbornly refuse to comply with this regulation? When the disease is abroad, it behooves every one to take such measures as will at least in some degree be a protection against its ravages. In some states the legislature have provided by statute for the exclusion from school of persons not vaccinated, although otherwise entitled to admission. This is so in Maine and Massachusetts. And in Abell *vs.* Clark, 84 Cal., 226, it is held to be competent for the legislature to require pupils of the public schools to be vaccinated. If the legislature can do so, then it is also competent for the body to whom it has delegated its power over the public schools to do likewise. It has delegated to the school boards of the respective districts the power of general supervision over the public schools. This power in controversy contravenes no law and violates no principle, morality, or public policy. On the contrary, the welfare of the public demands that at particular times such orders should be enforced. I am therefore of

the opinion that the school board has the power to require a compliance with the resolution, and the injunction prayed for is therefore refused.

Per Curiam.

JOHN J. METZGER, P. J.

ITEMS FROM REPORTS.

ARMSTRONG—Supt. Jackson: Two very interesting local institutes were held at Brick Church and Elderton. They were well attended by both teachers and citizens. Interesting and instructive educational meetings have also been held at Putneyville, in Mahoning township, and at Dayton. Most of the district schools close during the month of March, having only a six months' term.

BEDFORD—Supt. Potts: Local institutes and educational meetings are being held in each district in the county. School houses are too small to accommodate the gatherings, and we are permitted to use churches. At one of these meetings we had in attendance a parent from each house in the district. The people are beginning to realize that a common school education is of value. In my visits I find the school houses in better sanitary condition than formerly; a few outbuildings are not as the law contemplates. In the main, first-class work is being done by the teachers. If attendance at educational meetings is an index of interest in our public schools, then it has never, in the history of our county, been equaled. At Saxton, the Presbyterian Church would not accommodate the audience. On Saturday the stores were closed and the largest church in town was filled. The same is true of other places in the county. In Monroe, at two of the meetings, the house was crowded. At the dedication of the Wolfsburg house there was not sufficient seating capacity. In Bloomfield, Woodbury and Loysburg, the churches were filled. In Cumberland Valley and Schellsburg, the town halls were filled. In the former, many had to be turned away for want of room. During January and February forty of these meetings were held under the auspices of the Superintendent, and at thirty-six of them we had full houses. Valuable help has been rendered by teachers and friends of education. In addition to this, excellent papers were read by lady teachers, with recitations and readings by the pupils; and the arrangements for holding the meetings, singing, entertaining strangers, etc., were cheerfully looked after by the teachers of the respective districts.

BERKS — Supt. Zechman: During the month local institutes were held in Douglasville, Huff's Church, Kutztown, and Hamburg. These meetings were well attended by teachers, directors, and parents. The school children of the county are engaged in collecting money for the erection of a monument to Conrad Weiser, he being the first pioneer and great Indian interpreter for Pennsylvania.

BLAIR—Supt. Wertz: The Adams Avenue school building of Tyrone was dedicated February 17th with appropriate exercises. This is one of the most substantial and best-finished houses in the county. It is 75 by 64 feet, and has four rooms 25x30 on the first and second floors each, and a lyceum hall 36x48 on the third. It is heated and ventilated by the Bennett and Peck system. The school board of Tyrone is to be commended for the wisdom and liberality displayed in the erection of this beautiful and well-planned house. The flag-raising at Hileman's school-house, Frankstown township, was largely attended, and the exercises were interesting and appropriate.

BUTLER—Supt. McCollough: Mental Arithmetic was universally adopted as a text-book in the schools of the county this year. Local Institutes were held last month at Millerstown, Bruin, Kerns City, Fairview, N. Sunbury, and Mars. All were well attended by teachers, directors and patrons. Subjects pertaining to the advancement of our schools were ably discussed. One fact especially worthy of mention in regard to our Local Institutes this year, was that the local teachers took a more prominent part than heretofore—an indication that goes to prove that they are becoming more familiar with the science of teaching, and possess a better knowledge of the true methods of instruction.

CAMBRIA—Supt. Leech: An excellent library, consisting of over 200 volumes of well selected books, is found in the grammar school of Walnut Grove, Stony Creek township. The following extract from the Johnstown *Tribune* speaks for itself: "From records kept at the Cambria Library it would appear that the pupils of the country schools avail themselves of the generous offer of the Directors of the Library to loan books free of charge to the pupils of the public schools of the county, with greater avidity than those of the city of Johnstown. The figures show that up to February 3, 1894, nine hundred volumes had been loaned to pupils of the surrounding country schools, while those attending the city schools had taken out but four hundred volumes." Walnut Grove school, in Stony Creek township, has a library of 250 volumes of well-selected books. It is largely made up from Appleton's list "B," and freely used by pupils and patrons. Summer Hill township has put into each school a slate blackboard and an unabridged dictionary.

A very large and interesting local institute was held in Johnstown. Over one hundred teachers of the city and county were present, many of whom took part. Dr. Waller, Dr. Brumbaugh, Dr. Schmucker, and Supt. Berkey were all present, and delivered stirring addresses. Prof. Gibson had charge of the music, which aided much in making the meeting a great success. It

is estimated that 300 people were present Friday night.

CARBON—Supt. Beisel: We held a local institute at Weatherly, with about fifty-five teachers present. Very satisfactory work was done. Prof. E. L. Kemp, of the Stroudsburg Normal School, delivered his popular lecture, "Golden Treasures," on Friday evening, and gave us two talks on Saturday. Prof. Park, of the same school, gave instruction in penmanship and drawing. The meeting was a credit to the Weatherly people. A local institute was held in Lelighton, February 16th and 17th. We had a large attendance. Over one hundred teachers were present. The work done was very satisfactory. Prof. Kemp was the lecturer. We cleared over $25, which will be used in buying books for the High School library.

CHESTER—Supt. Walton: Chestnut Grove school house, in Sadsbury township, has been remodeled—new floor, roof, furniture, doors, etc. This is the last old house in that part of the county. In fact, we have scarcely half a dozen old houses left. Three local institutes have been held at Avondale, Unionville, and Cedarville. The meeting of the Chester County Principals' Club, and the appointment of a committee on a "Course of Study," indicate progress. We look forward to the time when a first-class borough or township high school shall be within the reach of every boy and girl in Chester county. The Chester County Directors' Association held a meeting in the Normal School chapel, February 26th. Among the many good things on the programme was an address by Dr. Schaeffer. A paper, prepared and read by Supt. Addison Jones, of West Chester, on "Expenditure of Public Funds for Necessary School Supplies," elicited much discussion, and a resolution was adopted requesting that the book-houses and jobbers make a three day's exhibit of their publications, etc., in West Chester. The object of this is to give Directors an opportunity the better to inform themselves of the quality, variety and price of school supplies. A paper by President Coffin, of the Board of Health of Phœnixville, on "Health and Sanitation;" an address by Dr. Benj. Lee, Secretary of State Board of Health, on "School Out-Houses;" a paper by Dr. Dunn, of West Chester, on "Dangers from Contagious Diseases in Schools," and remarks from a number of leading physicians, all led to the following resolution, which was adopted: *Resolved*, That it is the sense of this meeting that the Chester County Medical Society be requested. through the medium of the Executive Committee of this Association, to prepare a circular upon this subject, which, in connection with the excellent paper read by Dr. Dunn, shall be sent by local school boards to their patrons.

CLARION—Supt. Beer: I recommended teachers to read "Educational Foundations," and more than 210 are now reading it; altogether there are 260 subscribers to that periodical in the county. We had an excellent local institute at Callensburg, and another at Tylersburg. At the annual institute I submitted a new course of study, arranged on natural lines; in it the studies are correlated, with geography as the central subject of concentration. Many of the best teachers are working it out, and all who have tried it report good progress. My time while visiting has been spent in trying to get teachers to adapt their classes to this course. A number of teachers have caught the spirit of the new plan and are using it with good results. This is notably the case in the Edenburg schools, Prof. W. M. McDonald, principal. The Local Institutes have been of great value to the schools. The teachers of Callensburg, Licking, Perry and Richland, assisted by Prof. McNaughton, of Sligo, have had three meetings in the vicinity of Callensburg, and two meetings have been appointed for March. Edenburg had a spirited meeting February 3d, in which the Edenburg teachers, some from Beaver and Elk districts, and all from Ashland, took part. The interest in our work is growing.

CLINTON—Supt. Snyder: South Renovo has erected a fine, comfortable two-room building, and equipped it with modern apparatus. The schools of Renovo are in first-class condition, with a very efficient corps of teachers. The written work was the neatest seen in the county. The supervising principal, C. B. Kelly, is an excellent organizer and an enthusiastic worker.

COLUMBIA—Supt. Johnston: Four local institutes have been held recently at Benton, Millville, Numidia, and Espy. Good instruction was given by Profs. Wilbur, DeWitt, and Albert, of the Normal School, and Prof. Russel, of Greenwood Seminary, and many of the teachers did very creditable work. These meetings were unusually well attended by teachers and citizens, and were decidedly successful. The Berwick schools received a medal for their exhibit at the World's Fair. The new gymnasium at the Bloomsburg Normal was dedicated February 22d, the date of the twenty-fifth anniversary of the institution. The exercises were appreciated by many old students and others who were in attendance.

CUMBERLAND—Supt. Beitzel: Our county institute was a success in every feature. Our teachers were all present except four, and the attendance of Directors was large. The institute is growing in popularity. With the exception of Monday the Court House was crowded during every session, and on Wednesday and Thursday many were unable to gain admittance. The order was excellent throughout, the instruction eminently practical, and the addresses inspiring and helpful to all. A greater number of lyceums have been organized throughout the county this winter than heretofore.

Several district institutes are being held semi-monthly, and University Extension work has been inaugurated in Carlisle. The County Directors' Association was well attended, and the programme admirably carried out. The joint Convention of Directors and Teachers, on Thursday afternoon, was a crowded and enthusiastic meeting. The addresses of State Supt. Schaeffer and Dr. Geo. E. Reed, of Dickinson College, were highly appreciated. Through the combined efforts of the citizens and teachers of the respective districts, flags were secured and raised at the Gap school, Lower Mifflin, and the Sycamore school, South Middleton, with appropriate exercises.

FAYETTE—Supt. Porter: The Principals' Association, organized at the last County Institute, has held a very successful meeting. Interesting and helpful talks were given by the several members. This organization promises to be of great value to the graded schools of our county.

FRANKLIN—Supt. Zumbro: A very interesting and profitable local institute was held at Waynesboro. A pleasing feature of the meeting was the general willingness on the part of the teachers to enter into the discussions. Dr. J. F. Barton, of the C. V. Normal School, was present and gave a sound, practical talk on "Concentration." Local institutes were held February 2d and 3d at Mercersburg, and February 23d and 24th at Fort London. Both were largely attended by teachers and patrons. At the former a lecture was delivered by Prof. Stein, of Mercersburg College, on the subject, "Among the Stars." At Fort London, Rev. C. H. Fitzwilliams lectured on "The Battle of Life." The recent election will bring about many changes in the school boards, but we are glad to say that good men have been elected.

FULTON—Supt. Chestnut: During the month one house in Bethel and two in Union have been supplied with slate blackboards. The boards in Thompson are totally unsuited for school use. Several in Bethel are unfit, and one or two in Ayr. In other districts some are entirely too small. The general tone of schools is much better than early in the term. Some noble teachers are doing good work all the time; many others are improving; some, it seems, nothing will awaken. Since my last report eleven local institutes have been held. They rouse and stimulate all who can be roused. A meeting of one delegate from each Township Board will be held in March to fix a grade of salaries and prepare a course of study with a view to examination in each township hereafter. There is improvement in a number of schools in the line of better methods and more conscientious work. We shall probably have a fixed course of study for all the schools next term. A few failures in government are to be noted.

GREENE—Supt. Stewart: At our. local institutes an earnest effort is being made to get all the teachers to take part in the discussions. The maxim "If you have nothing to say, say nothing," may do for other people, but for him who would stand before the public as an enthusiastic, wide-awake teacher, the motto must be, "If you have nothing to say, find something."

JEFFERSON—Supt. Hughes: The schools are doing good work. Free books are a great relief to parents and an advantage to pupils.

JUNIATA—Supt. Marshall: During this month local institutes were held at East Waterford and Richfield. At the former, Prof. J. M. Barton, of the Shippensburg State Normal, was present and did good work for the cause of education. The latter was a joint meeting held by the superintendents, teachers and citizens of Snyder and Juniata counties. At both these meetings we had large audiences and such attention as to indicate the deep interest our people feel in everything pertaining to the educational welfare of the children. I have devoted this month to the visiting of schools the second time. It affords me much pleasure to report that I was accompanied by directors and parents. They find, as I have found, three classes of teachers: 1. Those who are doing most excellent work and should be kept in the schools at any cost; 2. Those who are doing good work; 3. Those who are doing poor work, and are too dear, it matters not at how low a salary.

LACKAWANNA—Supt. Taylor: In each of the districts recently visited I called on directors, but could not persuade them to accompany me. The usual excuse was "work that must be done at once," and this was in most cases the true reason. On December 1st I attended the formal opening of the new graded school building at Mayfield. Music was furnished by the school and the Jermyn Cornet Band. An extended programme was carried out. The building, containing eight rooms, cost about $10,000. It is two stories high, eighty-two feet long and seventy-four wide. The class rooms are of good size with cloak-rooms adjoining. There is also a recitation room for the principal's use, and a directors' room. The rooms are well lighted and furnished with single desks and ample slate blackboards. The heating will be by hot air. The grounds will be properly graded, fenced and suitable stone walks laid. The building has been needed for some years. It is an ornament to the borough, and reflects credit on the directors. The first regular monthly meeting of the teachers of Blakely, Winton, Dickson and Olyphant boroughs was held at Olyphant. Nearly all the teachers were present and an excellent programme was rendered. On January 6th, I attended the monthly local institute of the second district, at Jermyn. The district includes the boroughs of Jermyn, Mayfield and Archbald, and the township of Scott. Nearly all the teachers of the three boroughs were present, also many visitors from adjoining districts,

making an attendance of about fifty teachers. Mrs. Ella Green, a lecturer of the W. C. T. U., gave an excellent address on teaching physiology. There were also papers and discussions on Vocal Music, Drawing, Language Training and Reading. This is the first local institute held in this district; it awakened considerable interest. The next meeting will be held at Archbald. The second monthly institute of the first district was held at Priceburg. This district includes the boroughs of Winton, Blakely, Olyphant and Dickson, and was the first to organize for regular work. There are at each meeting exercises in arithmetic, geography and theory of teaching. The leading feature of this institute was the exercise in Theory, conducted by Miss C. A. Kenyon, principal of Blakely schools. The text of this exercise was the first chapter of Hughes' Mistakes in Teaching. The next meeting will be held in the Blakely Central building. The regular monthly Institutes were held at Archbald on February 3, and at Blakely, February 10. Both meetings were well attended and good work was done. Although Local institutes are new in these districts, the teachers are taking hold of the work with energy and results are visible in the school rooms. The educational event of the month was the meeting of the Lackawanna County Teachers' Association held in the M. E. Church in Moscow, February 24. The principal speakers were Principal Geo. P. Bible, of Stroudsburg, who spoke on "The Need of a Thorough Professional Training," and Prof. Charles Albert of Bloomsburg, whose subject was, "The Two Appetites." Prof. W. R. Graves, the President of the Association, delivered a very able address on "The Ideal in Education." The question "Should the Provisional Certificate be Abolished?" was warmly discussed. The attendance in the forenoon was good, and in the afternoon all the seats were filled. The directors of Jermyn are about to erect a new building. The Archbald Board had just introduced the study of drawing and form study. The elegant four-room building at Dickson is nearly ready for use.

LAWRENCE—Supt. Watson: Two local institutes were held during the month, at Volant and Ellwood City. Both were well attended and much interest manifested. Two of the schools of Mahoning township have been closed on account of diphtheria; six pupils have died of the dread disease. Our high schools are doing good work. It is probable that three more will soon be organized.

LEBANON—Supt. Snoke: Successful local institutes were held in Heidelberg, Millcreek, Jackson, N. and S. Lebanon, and the Annville districts. These meetings have done much to improve the work of our more inefficient teachers, but we do not accomplish our aim in reaching the general public. We fail to secure the attendance of the public, and hence can do little in arousing a deeper interest in the work of the schools. The Directors' Association held its semi-annual meeting, February 17. The following officers were elected: President, Rev. J. K. Knerr, Lebanon; Secretary, Wm. A. Bachman, Fontana; Treasurer, Jacob Funk, Lebanon. "District Central High Schools," "Closer Supervision," and "The Moral Influence of School Environment," were the subjects discussed. The next session will be held June 9. Local institutes were held in the two Annvilles, Londonderry, North Lebanon, Heidelberg, Millcreek, Union, Swatara, and Jonestown and Cornwall. The only district in which local institute work is not organized, and where these educational gatherings are unknown, is East Hanover. I am sorry to report this fact, and hope there will be no occasion to make a similar report in the future.

LEHIGH—Supt. Rupp: On Washington's birthday, Camp 378, P. O. S. A., placed a flag in the school-house at Guthsville. A large audience was present, and there were addresses and music appropriate to the occasion. I have visited all the schools in the county once and quite a number twice. With a few exceptions I find our teachers doing good work. I have concluded my local institutes, having held nine during the term. The last was held at Hokendauqua, February 24. This was a sort of experiment. The people of the town supplied all the teachers with free meals in the school-house. The social part of the meeting was a decided success.

LUZERNE—Supt. Harrison: An unusual amount of sickness has very perceptibly affected our attendance for January. In several instances the schools had to be closed. Hemlock township erected a new building at Hemlock's Creek. Previous to this year there was one school at that place with nearly sixty pupils. The school has now been graded, and very good work is being done. Huntington painted and papered all her school-houses, and has now as pleasant rooms as can be found anywhere. Lehman practically rebuilt two houses, and furnished slate boards for another. Jackson put in slate boards and lengthened the school term.

LYCOMING—Supt. Becht: Our annual institute was very well attended by both teachers and the public. All but four teachers were enrolled, and these were absent on account of sickness. Instruction was given by Supt. Draper, of Cleveland, O., Prof. J. S. Walton, Dr. L. B. Sperry, Supt. Chas. Lose, Prof. Enoch Perrine and Prof. H. E. Cogswell. By a resolution of the institute, a committee was appointed to arrange for a Teachers' Reading Circle. Loyalsock district held a successful local institute. Seventeen others will be held throughout the county during the winter. The annual session of the County Teachers' Association was held at Jersey Shore, Feb-

ruary 22. The meeting was well attended by the teachers, and much interest was manifested in the discussions. The following questions were discussed: "The Director — from a Teachers' Standpoint;" "What School Exercises are best to promote Education for American Citizenship?" "The Teacher out of School;" "Necessary Apparatus," and "The Teachers' Reading Circle." At the evening session, Emerson Collins, Esq., of Williamsport, delivered an address on "Alexander Hamilton." The District Institutes and local educational meetings held during the month were unusually well attended by teachers, directors, and patrons.

MIFFLIN — Supt. Cooper: During this month three local institutes have been held; all well attended by teachers and citizens. The schools of Milroy raised a flag some time since. The occasion was rendered interesting and profitable by appropriate addresses, music, and exercises by the pupils. Salem school in Armagh has also been provided with a flag. The recent Act of Assembly relative to outhouses has been carefully observed in some instances, but there is need of greater attention to this matter in several districts. A number of our schools have had to be closed on account of scarlet fever and diphtheria. Teachers generally are of the opinion that free text-books are an advantage. I have visited all the schools of the county twice. Most of those visited during this month (February) are doing excellent work. I had reason to feel encouraged by the willingness of the directors to accompany me whenever it was possible for them to do so. Many of our teachers expect to attend school during the summer. On Washington's birthday many of our schools were open and exercises appropriate to the occasion were held. At Newton-Hamilton, Yaggy's Geographical Chart has been put in the schools, and the teachers are well pleased with it.

MONROE—Supt. Serfass: In addition to two local institutes, the celebration of Washington's birthday proved to be one of the interesting events in connection with the public schools of the West End. At one of the local institutes, I had suggested the propriety of uniting in doing honor to the memory of the Washington, when by a unanimous voice I was requested to arrange a programme for such an occasion. A programme was accordingly prepared, in which representatives from fourteen different schools participated. A series of special addresses was delivered by Prof. E. T. Kunkel, Prof. S. F. Laury, Revs. S. W. Smith and A. C. Wachter. The exereises were highly appreciated by the audience which filled the spacious church at Gilberts.

MONTGOMERY—Supt. Hoffecker: Four local institutes, of two days each, were held during the month. The attendance of teachers and directors was very encouraging, and their work all that could be expected. Dull times have not dampened the enthusiasm of the friends of popular education. The local institute held at Hatfield was largely attended. The class-drills and discussions were ably conducted by the teachers. The instruction and lectures, given by Profs. A. R. Horne and F. H. Green, were strong and inspiring, and they received the plaudits of an appreciative audience.

MONTOUR — Supt. Steinbach: I have visited all the schools in the county once, and forty-eight the second time, and am glad to report good work in all thus far this year. The attendance has not been as good as we expected, but this was due to sickness. The teachers in Liberty district have a monthly meeting to discuss educational topics and methods of teaching. The free text-books are bringing about broader work in general. The Danville Board has decided to do away with final examinations at the close of the school term, and hereafter pupils will be promoted on their monthly standing—a good move.

NORTHAMPTON—Supt. Hoch: During the month I held two local institutes—one at Bangor and one at Hellertown. The Bangor meeting was one of the best ever held in this county. Seventy-three teachers and a number of Directors were in attendance. The church was crowded at every session. Prof. G. P. Bible, principal E. Stroudsburg Normal School, gave two talks on reading. The schools visited during the month, with few exceptions, are doing excellent work.

NORTHUMBERLAND—Supt. Shipman: I have visited all the schools in the county once, except a few that were closed at the time, many of them a second time. No uniform system prevails in the rural districts, each school working independently of every other, and some doing double the work that others are doing. We have arranged to hold four local institutes during the coming month, at which we shall endeavor to arrive at some basis for a "course of study for ungraded country schools." I shall be obliged to county superintendents of counties in which there is a "course of study" in use to send me a copy of same. The teachers of Washington, Coal, Chillisquaque and a few other townships have been holding local institutes pretty regularly. A great deal of interest was manifested by teachers, directors and citizens in the three local institutes held in Washington township, at Herndon, and at Snydertown. Teachers came prepared to do the work assigned to them, and the general expression seemed to be, that local institutes are productive of much good in school-work. I have recently visited the schools of Chillisquaque township a second time. Here the directors all turn out and accompany the Superintendent in his visits. A night-school has been started at Thorptown, in Coal township. A second visit was made February 27th and 28th. These schools are under the direct

supervision of Prof. Myron Geddes, and are noted among other things for regularity in attendance and punctuality.

PERRY—Supt. Arnold: Three local institutes were held during January—at Ickesburg, Blain, and Liverpool. They were well attended generally by teachers, directors, and patrons. There are, however, a few teachers who are indifferent, and do not attend these meetings. Every teacher should be present, if possible, and take an active part. Our teachers, with few exceptions, are doing good work. With more energy and enthusiasm, and better discipline, more satisfactory results could be obtained by many teachers. In our borough schools very good work is being done. Four local institutes were held during February. At Millerstown, Newport, and Duncannon, these meetings were well attended by the public, fairly well attended by the teachers; and much interest was manifested. At Landisburg more than half the teachers failed to respond, and only two sessions were held. The school building at Landisburg has been for many years in a very bad condition. and wholly unfit for use. The Board of Directors, composed of progressive men, has secured a most excellent site, containing an acre of ground, on which to erect a new building. To do this a vote of the citizens will be had to authorize the incurring of a debt. It is to be hoped that every citizen, knowing how greatly a new house is needed, will give the Board his hearty support, that a new building which shall be the pride of the town, may be erected. Through the exertion of the principal much improvement has been made in the high school room at Newport, making it one of the most pleasant and best equipped rooms in the county. The Church school-house in Carroll township was destroyed by fire February 22d. School is now being held in a small building near the old house.

POTTER—Supt. Bodler: A local institute was held at Genesee Forks; and the Teachers' Association met at Sweden Valley, with a larger attendance than several years.

SNYDER—Supt. Bowersox: The Directors of Union township have recognized the force of the outhouse law, and have been active in improving the condition of their schools in this respect. The district institute at Richfield was a grand success. A number of the teachers of Juniata and Snyder counties met in joint session, and discussed the practical needs of each as found in their respective counties. Large audiences greeted the speakers at each session. The district institute, comprising the townships of Beaver, Spring, Adams, and W. Beaver, was most interesting in all its appointments. A lively and profitable discussion was had on the "course of study," a question which we find will soon agitate the minds of superintendents and teachers in general. District institutes held at Independence, Fremont, Kratzerville, McClure and Selinsgrove, were excellent. Nearly all the teachers of the townships and boroughs, comprising the several districts, were in attendance, and took a lively interest in the proceedings. The patrons of the several districts seem to be aroused more than ever to the importance and utility of such gatherings, and turn out in full force to lend encouragement by their presence and well wishes to the respective institutes. Washington's birthday was celebrated by a number of the schools in the county. Appropriate exercises were held by the primary and grammar schools of Centreville. Excellent recitations, essays, and select readings on the part of the pupils elicited hearty applause. The school decorations were fine and the entertainment excellent in all its appointments. Washington Camp, No. 98, P. O. S. A., of Beavertown, turned out en masse on the afternoon of February 22d. Invitations having been issued to the schools and citizens of the town and vicinity, a grand concourse of people gathered in the spacious Camp room, where, with music by the band and addresses, a few hours were spent in patriotic memory of him whose natal day we celebrated. The schools thus far visited, for the second time, show commendable progress. Many improvements along the line of methods of instruction are noticeable.

SOMERSET—Supt. Berkey: A large number of local institutes were held throughout the county during the month. Some of these approach the regular county institute in interest and value. The teachers deserve much credit for their part in keeping up these educational meetings. They have been a great uplifting force in the work of the schools, as well as in the development of a healthy educational sentiment among the people.

TIOGA—Supt. Raesly: Local institutes were held at Mainesburg, Covington, Academy Corners and Liberty. The midwinter meeting of the County Teachers' Association was held at Lawrenceville. It was well attended, and the proceedings were unusually interesting. Educational meetings and local institutes were held at Lawrenceville, Wellsboro, Blossburg, Mansfield, Lamb's Creek, and Millerton. They were all well attended. The sessions lasted from one to two days, and in several places an unusual degree of interest was manifested. The County Teachers' Reading Circle now numbers one hundred members.

UNION—Supt. Johnson: The County Institute was, in almost every particular, regarded as a great success. The attendance, both day and night, was excellent. Instructors, teachers and entertainers did their several parts well. As a regulator of the public pulse in educational affairs, the County Institute has no rival.

VENANGO—Supt. Bigler: It was my privilege to spend a day at the local institute held in Clintonville. A very interesting programme was rendered, and a large audi-

ence was present. At the County Institute we appointed local institutes to be held at fourteen different points in the county. They are held on Saturdays, and great interest is taken in them by citizens and teachers. Much good comes from these institutes. An unusual interest is manifest among the people generally in regard to the local institutes that are being held throughout the county. In reference to the fourteen very successful institutes held, it is the general opinion that much good has been accomplished in the way of stirring up the people. Every township in the county, except one, has purchased neat library cases for the safe keeping of the free text-books. The law providing for the better protection of the health and morals of school children in their respective districts has already been complied with in a number of townships, and nearly every one that has not as yet complied is making preparation to do so. Special mention is due to the board of Irwin township for the elegant new school-house recently built at Wesley. Also great credit is due the Sugar Creek Board for their two new school-houses with modern systems of ventilation. While the schools have never before had a larger enrollment, yet the attendance is not what it should be. A great deal of sickness has prevailed in different parts of the county and a few schools have been closed, others greatly reduced on this account. A large percentage of the irregularity and non-attendance is caused by carelessness and indifference on the part of parents; for this reason we believe a compulsory school law would be acceptable.

WASHINGTON — Supt. Tombaugh: The last of our series of district institutes was held at Monongahela City early in the month. About 600 persons attended. Prof. Dalby and his able corps of teachers held a reception during the day preceding the first session of the institute. Many citizens came to view the excellent work done by the schools and were not disappointed. Examinations will be held this year at 35 different points in the county for the benefit of applicants for diplomas. April 7 and May 12 are the dates for these examinations. Attendance during this term has been good.

WAYNE—Supt. Kennedy: The annual Institute, held at Honesdale the first week in January, was in all respects a successful one. The instruction was well adapted to our needs. A "Teachers' Reading Course," covering three years, was adopted, and teachers have taken it up with enthusiasm. The new school-house at Ashland in Damascus district is one of the finest buildings in the county.

WESTMORELAND — Supt. Ulerich: Our County Institute, held in December, was a very successful and profitable gathering. The attendance of teachers, directors and citizens was unusually large, the instruction uniformly good and of practical value, and the evening lectures of a high order. We had for our instructors Drs. Arnold Tompkins, Terre Haute, Ind.; W. H. Mace, Syracuse, N. Y.; and D. J. Waller; Profs. Byron W. King, S. C. Schmucker, E. L. Kemp, Jno. B. Demotte, D. C. Murphy, C. C. Case and Hon. John Q. Stewart. Each in his department gave eminent satisfaction. Hon. Jno. J. Ingalls, Maj. Henry C. Dane, Prof. J. Demotte and Frank Lincoln were the evening lecturers, and delighted every one who heard them. A special feature of the week was "Directors' Day." Almost every borough and township in the county was represented by one or more directors. A permanent organization was effected in the morning and important questions ably discussed. In the afternoon the teachers and directors met in joint session and were addressed by Deputy Supt. Stewart and Prof. Jno. B. Demotte. Many of the teachers are earnest and enthusiastic. Many school-rooms were found beautifully decorated with evergreens, pictures, flags, work of pupils, etc. The directors also seem to be anxious for the comfort and success of the children; they often accompanied me in my visits. The law relative to the outbuildings is being complied with in many places, but disregarded in others. We earnestly hope, however, that during the coming summer the required improvements will all be made. A very interesting institute, consisting of teachers from Fayette, Washington and Westmoreland counties, was held at North Belle Vernon, Westmoreland county. Prominent educators were present and a number of profitable addresses were made.

WYOMING—Supt. Keeler: The directors of Monroe township have purchased a lot in Beaumont village and intend to erect a two-story school-house thereon. Their plan is to unite three districts and have a graded school. Several local institutes have been held in the county.

BRADFORD—Supt. Roth: Our 4th ward school house was destroyed by fire January 5. The 200 children were transferred to the 2d and 3d ward buildings, with the loss of but a single day. $2,900 insurance is granted by agents. It is proposed to erect a new building, with modern improvements, without delay. Kindergarten tables and chairs have been placed in the first year's primary room, to replace furniture destroyed. Our greatest need is a compulsory education law, to reach children on the streets. What can be done?

BRADDOCK—Supt. Keefer: The question, "Should Examinations be made the Basis of Promotions?" was very thoroughly discussed at a recent meeting of our institute; also the question, "Recess or no Recess?" It was the opinion of the teachers that recess should be abolished in the upper grades, but not in the primary and intermediate grades.

BETHLEHEM — Supt. Farquhar: Hon. Henry Houck paid a visit to the high school on Friday afternoon, February 2d. He dropped in upon the pupils in the midst

of their literary exercises. It is needless to say that we were pleased to have him visit us, and we enjoyed his informal address to the members of the Literary Society very much. In the past month nineteen visits to the schools were made by Directors, and 162 visits to the families of pupils by teachers; every teacher reported one or more visits. These teachers' visits are business visits, and they are regarded by the Board as of prime importance to the full success of the teacher.

CHAMBERSBURG — Supt. Hockenberry: On account of sickness among the scholars the percentage of attendance for the past month is lower than during any other month for ten years. The lowest for this month was 70, the highest 93—average 81.

HAZLE TWP. (*Luzerne Co.*)—Supt. Mulhall: To secure greater thoroughness on the part of the pupils in the branches studied, has been our aim during the present term. Orthography has been receiving special attention up to this time. Fair examinations in this branch have shown the pupils themselves that they are not so good spellers as they should be, or as they might be; and they have demonstrated to the teachers that the subject itself requires more attention and greater thoroughness of treatment, if better results are to be obtained. The effect of all this has been to give a new impetus to orthography, and it is hoped and believed that excellent records will be shown at the end of the term.

HOMESTEAD—Supt. Kendall: By permission of the Board, I spent twelve days visiting the schools of Brooklyn, New Haven, Hartford, Springfield, Providence, Pawtucket, Chelsea and Boston. I was warmly received by the school men of the East, and was shown the best methods now practiced in those schools. I feel amply repaid for making the trip. Mr. J. W. Taylor, one of Homestead's public-spirited citizens, has secured funds to purchase a fine bell weighing 3000 lbs, for the new high school now nearing completion. Instruction in psychology is given to a large number of our teachers by the Superintendent.

HUNTINGDON—Supt. Benson: Our schools were in session on February 22d, and made an average for the day of 78 per cent. All the teachers were greatly pleased with the change. In a number of the schools, special programmes, suited to the occasion, were carried out. How much better it is to celebrate the birth of our noble Washington in this manner, than to turn the schools loose upon the streets to make the day hideous in fantastic parades! We hope that all the teachers in our Commonwealth will unite in bringing about a complete change, and thereby aid in cultivating the spirit of true patriotism.

MCKEESPORT—Supt. Brooke: Our directors are preparing to build a new schoolhouse of 16 rooms, with office, teachers' room, etc.; also to repair our Market St. building. I have just completed arrangements with the superintendents of our manufacturing establishments, to have the graduating class of our high school visit the various mills, etc. We hope to get as near to the practical education as possible. We have had considerable distress in our schools during the month just closed, but I am glad to say that the Women's Relief Society came to our aid with clothing, and the Jr. O. U. A. M. with 200 pairs of shoes for the children in our schools.

MEADVILLE—Supt. Hotchkiss: Washington's birthday was celebrated by an appropriate programme in every school-room in the ward schools. In the High School, pupils from all classes participated in the exercises. Over 1200 citizens visited the schools on that day. The local Post G. A. R. attended the High School in a body.

NEW CASTLE—Supt. Shearer: The Board having granted the teachers' petition to be allowed to teach a week longer in place of attending the County Institute, we held a Local Institute, at which an extensive programme, covering three days, was carried out. Since the beginning of the term over 500 new pupils have entered and many have been put off until April. Having 700 more than last year, it has been necessary to open four new rooms, and others are being prepared as fast as possible. One of the most favorable signs is seen in the increased number of visits from parents. The first month eighteen visited the schools. Since then there has been a steady increase; during the past month 435 parents visited the schools.

NORRISTOWN—Supt. Gotwals: Owing to the crowded condition of our schools, it was found necessary to form two extra schools. The mode of promotion adopted in September was, on the recommendation of a committee of teachers, extended to the promotions to be made in June, the plan thus far proving satisfactory.

SCRANTON—Supt. Phillips: The Committee on High School, including the Superintendent, last February visited some of the principal cities to investigate high school buildings. The same committee has just returned from a second visit, this time making a specialty of the most improved systems of heating and ventilating. The architects of the new high school are Messrs. Little & O'Connor, W. 23d St., N. Y., they securing the work in a competition among thirty-nine architects. Two of our teachers have died since my last report, victims, primarily, of "the grippe."

SHAMOKIN—Supt. Harpel: Washington's birthday was appropriately observed by all our schools. Most of the buildings and rooms were neatly decorated with flags and bunting, and many of the blackboards were covered with chalk sketches of historic building scenes. The exercises were witnessed by a large number of visitors. The subject of music is progressing nicely.

Prof. Cox, of Boston, spent several days with us, inspecting the work and giving special instruction before our Teachers' Institute.

SHENANDOAH—Supt. Whitaker: When our School Board was apprised of the passage of the act relating to outhouses through the July number of *The Pennsylvania School Journal*, steps were immediately taken to put all our buildings in a condition in keeping with its requirements. As a result the opening of school in September found each building, with one exception, enclosed by a fence and the yards divided by close board fences, seven feet high, separating the outhouses. The one exception is a building furnished with the Smead-Wills heating and ventilating system. In this the water-closets are in the basement, with separate apartments and entrances for boys and girls. By care on the part of janitors and the free use of disinfectants, the closets and outhouses are kept in a clean and healthful condition.

SUNBURY—Supt. Oberdorf: Our schools re-opened January 8th with good attendance. Our school board has carefully looked after the ventilation of the school-rooms, and placed all out-buildings in good condition, complying with the law recently enacted, as far as was possible. We contemplate modifying the high school course somewhat, but shall defer it until the summer vacation, so as to have it go into effect at the beginning of the next school year. Final examinations have been abolished, and pupils at the close of the school-year will be promoted upon the recommendation of the teachers in charge. The requirements are,—an average of 75 in mathematics, and 80 in other branches, these marks to be ascertained by marking daily recitations, and by written recitations, to be conducted by the teacher. An average attendance of 90 per cent. is also required. Where pupils have been kept from school on account of sickness or contagious disease in family, and are able upon their return to school to maintain the required standing, this absence is not to bar them from promotion, provided the teacher in charge believes them qualified for advancement. The best results in attendance and class-work have been attained during the two months since this method of promotion has been determined upon.

SOUTH BETHLEHEM — Supt. Wilt: On Monday evening, March 5th, the teachers of our borough gave a public entertainment in the hall of Central building, which consisted of an exhibit of art work completed by the pupils of the various grades during the present term, literary exercises, singing of choruses and quartets by the teachers, and a debate on the question, "Should Woman Suffrage become a Law?" The large hall was literally packed with patrons and citizens of our town. Judging by the large attendance, the attention given by the audience, and by the many encouraging remarks made by patrons and citizens concerning the work done in our schools, it is evident that they are held in high esteem. The Board of Directors has substantially aided the schools in securing an excellent upright piano which is placed in the hall of Central building, where all the meetings of the teachers and all special exercises of the schools are held. This is a step in the right direction, and it is hoped that this generous action of the Board may be paving the way towards securing a musical instrument for every building in the borough. Singing and the elements of music are taught in our schools, but the work can be greatly facilitated by the use of an instrument. The schools of the borough were kept open on Washington's birthday and the day observed with appropriate exercises. Our people realize the fact that more true patriotism can be taught on such days by keeping schools in session than by closing their doors and allowing pupils to be on the street. Teachers are, as a rule, studious and energetic, and our schools are progressing.

SOUTH EASTON—Supt. Shull: Our schools were in session on Washington's birthday. If all holidays can be made to yield as good results as did this, we shall never sigh for a return to the manner of their observance, or rather non-observance, in the "good old days" of the past. The following are a few of the facts noticeable on that day: the attendance of pupils was above the average; every one seemed to enjoy, and certainly profited by the exercises; it was a day that brought more parents and patrons to the schools than all the other days of the year combined. From any side one may be disposed to look at the question, it *does* pay to have school on Washington's birthday.

TITUSVILLE—Supt. Crawford: Our new physical and chemical laboratories have been supplied with work-benches for each pupil, and cabinets to the value of $300; each pupil is supplied with an independent set of test chemicals and "individual physical sets" of apparatus, also with gas and water. We have also fitted up a new drawing room, with benches and tables, costing $450. Our chemical laboratory will accommodate twenty-three pupils at one time, our physical laboratory twenty-four, and our drawing room fifty. We have opened a commercial department in our high school, which added sixty pupils to our regular enrollment. Mr. J. T. Hadly has charge of this branch and is "making things hum."

WILLIAMSPORT—Supt. Transeau: During February, our schools were very much disturbed in consequence of a resolution passed by the Board, requiring all pupils attending public schools to be vaccinated by February 19, and to bring a certificate to that effect or be dismissed from school. A great many pupils were vaccinated, and on account of illness resulting therefrom were kept out of school; others, refusing to be vaccinated, were denied admission to school.

TEA IN THE ARBOR.

Andante non troppo.

J. Beuler.

1. What pleasure folks feel, when they live out of town, In the culture of turnips and
2. I de-cline as I can, when oft they in - vite, For of ru - ral de-lights I'm no
3. I had on thin shoes and the grav - el was damp, The thought of it made me quite
4. Of lit - tle green flies on my dress came a host, And a bee put me all in a

flow - ers, And getting a friend, now and then, to come down To look at their walks and their
lov - er; Of insects and rep-tiles I can't bear the sight, They make me to shudder all
ner - vous, From a cold, or a fit of the gout, or the cramp, I said to myself, "Oh! pre -
flut - ter; A great dad-dy-long-legs stuck fast on my toast, And left one of his limbs in the

bow - ers, And such is the taste of some dear friends of mine, Mister, Mistress, and Miss Ma - ry
o - ver. How - ever, last Monday I went there to dine: "I am glad you are come," said Miss
serve us!" And when we got there a great frog made me jump, Which was excellent fun to Miss
but - ter. In rath - er bad temper I homeward did jog, And next morning I wrote to Miss

Bar - ber, Who will oft have me come to their vil - la to dine, And then to take tea in the
Bar - ber, "I know you will like it, the weather's so fine, And we all will take tea in the
Bar - ber; Then there was a long cat - er - pil - lar fell plump In my first cup of tea in the
Bar - ber, That here in my pock - et, I found the great frog, Which frighten'd me first in the

ar - bor; Where there are sweet willies and daf-fy-down-dil-lies, Per-fumes like the shop of a
ar - bor." Sweet lillies and willies and daf-fy-down-dil-lies, Per-fumes like the shop of a
ar - bor. Sweet lil-lies and willies and daf-fy-down-dil-lies, Per-fumes like the shop of a
ar - bor. "And though there be lillies and daf-fy-down-dil-lies," Said I, in my note to Miss

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HEROISM: "LET US FIND ROOM FOR THE GREAT GUEST."

BY RALPH WALDO EMERSON.

IN the elder English dramatists, and mainly in the plays of Beaumont and Fletcher, there is a constant recognition of gentility, as if a noble behavior were as easily marked in the society of their age, as color is in our American population. When any Rodrigo, Pedro, or Valerio enters, though he be a stranger, the duke or governor exclaims, "This is a gentleman"—and proffers civilities without end; but the rest are slag and refuse. In harmony with this delight in personal advantages, there is in their plays a certain heroic cast of character and dialogue—as in Bonduca, Sophocles, the Mad Lover, the Double Marriage—wherein the speaker is so earnest and cordial, and on such deep grounds of character, that the dialogue, on the slightest additional incident in the plot, rises naturally into poetry. Among many texts, take the following. The Roman Martius has conquered Athens—all but the invincible spirits of Sophocles, the dukes of Athens, and Dorigen, his wife. The beauty of the latter inflames Martius, and he seeks to save her husband; but Sophocles will not ask his life, although assured that a word will save him, and the execution of both proceeds.

Valerius. Bid thy wife farewell.
Soph. No, I will take no leave. My Dorigen,
Yonder, above, 'bout Ariadne's crown,
My spirit shall hover for thee. Prithee, haste.
Dor. Stay, Sophocles—with this tie up my sight;
Let not soft nature so transformed be,
And lose her gentler-sexed humanity,
To make me see my lord bleed. So, 'tis well;
Never one object underneath the sun
Will I behold before my Sophocles:
Farewell; now teach the Romans how to die.
Mar. Dost know what 'tis to die?
Soph. Thou dost not, Martius,
And, therefore, not what 'tis to live; to die
Is to begin to live. It is to end
An old, stale, weary work, and to commence
A newer, and a better. 'Tis to leave
Deceitful knaves for the society
Of gods and goodness. Thou, thyself, must part
At last, from all thy garlands, pleasures, triumphs,
And prove thy fortitude what then 'twill do.
Val. But art not grieved nor vexed to leave thy life thus?
Soph. Why should I grieve or vex for being sent
To them I ever loved best? Now, I'll kneel,
But with my back toward thee; 'tis the last duty
This trunk can do the gods.
Mar. Strike, strike, Valerius,
Or Martius' heart will leap out at his mouth:
This is a man, a woman! Kiss thy lord,
And live with all the freedom you were wont,
O love! thou doubly hast afflicted me
With virtue and with beauty. Treacherous heart,
My hand shall cast the quick into my urn,
Ere thou transgress this knot of piety.
Val. What ails my brother?
Soph. Martius, oh Martius,
Thou now hast found a way to conquer me.
Dor. O star of Rome! what gratitude can speak
Fit words to follow such a deed as this?

Mar. This admirable duke, Valerius,
With his disdain of fortune and of death,
Captived himself, has captived me,
And though my arm hath ta'en his body here,
His soul hath subjugated Martius' soul.
By Romulus! he is all soul, I think;
He hath no flesh, and spirit cannot be gyved;
Then we have vanquished nothing; he is free,
And Martius walks now in captivity.

I do not readily remember any poem, play, sermon, novel, or oration, that our press vents in the last few years, which goes to the same tune. We have a great many flutes and flageolets, but not often the sound of any fife. Yet, Wordsworth's Laodamia, and the ode of "Dion," and some sonnets, have a certain noble music; and Scott will sometimes draw a stroke like the portrait of Lord Evandale, given by Balfour of Burley. Thomas Carlyle, with his natural taste for what is manly and daring in character, has suffered no heroic trait in his favorites to drop from his biographical and historical pictures. Earlier, Robert Burns has given us a song or two. In the Harleian Miscellanies, there is an account of the battle of Lutzen, which deserves to be read. And Simon Ockley's History of the Saracens, recounts the prodigies of individual valor with admiration, all the more evident on the part of the narrator, that he seems to think that his place in Christian Oxford requires of him some proper protestations of abhorrence. But if we explore the literature of Heroism, we shall quickly come to Plutarch, who is its Doctor and historian. To him we owe the Brasidas, the Dion, the Epaminondas, the Scipio of old, and I must think we are more deeply indebted to him than to all the ancient writers. Each of his "Lives" is a refutation to the despondency and cowardice of our religious and political theorists. A wild courage, a stoicism not of the schools, but of the blood, shines in every anecdote, and has given that book its immense fame.

We need books of this tart cathartic virtue, more than books of political science, or of private economy. Life is a festival only to the wise. Seen from the nook and chimney-side of prudence, it wears a ragged and dangerous front. The violations of the laws of nature by our predecessors and our contemporaries, are punished in us also. The disease and deformity around us certify the infraction of natural, intellectual, and moral laws, and often violation on violation to breed such compound misery. A lock-jaw, that bends a man's head back to his heels; hydrophobia, that makes him bark at his wife and babes; insanity, that makes him eat grass; war, plague, cholera, famine, indicate a certain ferocity in nature, which, as it had its inlet by human crime, must have its outlet by human suffering. Unhappily, almost no man exists who has not in his own person become, to some amount, a stockholder in the sin, and so made himself liable to a share in the expiation.

Our culture, therefore, must not omit the arming of the man. Let him hear in season that he is born into the state of war, and that the commonwealth and his own well-being require that he should not go dancing in the weeds of peace, but warned, self-collected, and neither defying nor dreading the thunder, let him take both reputation and life in his hand, and with perfect urbanity, dare the gibbet and the mob by the absolute truth of his speech and the rectitude of his behavior.

Toward all this external evil the man within the breast assumes a warlike attitude, and affirms his ability to cope single-handed with the infinite army of enemies. To this military attitude of the soul we give the name of Heroism. Its rudest form is the contempt for safety and ease which makes the attractiveness of war. It is a self-trust which slights the restraints of prudence in the plenitude of its energy and power to repair the harms it may suffer. The hero is a mind of such balance that no disturbances can shake his will; but pleasantly, and, as it were, merrily, he advances to his own music, alike in frightful alarms, and in the tipsy mirth of universal dissoluteness. There is somewhat not philosophical in heroism; there is somewhat not holy in it; it seems not to know that other souls are of one texture with it; it hath pride; it is the extreme of individual nature. Nevertheless, we must profoundly revere it. There is somewhat in great actions which does not allow us to go behind them. Heroism feels and never reasons, and therefore is always right, and although a different breeding, different religion, and greater intellectual activity, would have modified, or even reversed the particular action, yet for the hero, that thing he does, is the highest deed, and is not open to the censure of philosophers or divines. It is the avowal of the unschooled man, that he finds a quality in him that is negligent of ex-

pense, of health, of life, of danger, of hatred, of reproach, and that he knows that his will is higher and more excellent than all actual and all possible antagonists.

Heroism works in contradiction to the voice of mankind, and in contradiction, for a time, to the voice of the great and good. Heroism is an obedience to a secret impulse of an individual's character. Now to no other man can its wisdom appear as it does to him, for every man must be supposed to see a little further on his own proper path, than any one else. Therefore, just and wise men take umbrage at his act, until after some little time be past: then, they see it to be in unison with their acts. All prudent men see that the action is clean contrary to a sensual prosperity; for every heroic act measures itself by its contempt of some external good. But it finds its own success at last, and then the prudent also extol.

Self-trust is the essence of heroism. It is the state of the soul at war, and its ultimate objects are the last defiance of falsehood and wrong, and the power to bear all that can be inflicted by evil agents. It speaks the truth, and it is just. It is generous, hospitable, temperate, scornful of petty calculations, and scornful of being scorned. It persists; it is of an undaunted boldness, and of a fortitude not to be wearied out. Its jest is the littleness of common life. That false prudence which dotes on health and wealth, is the foil, the butt and merriment of heroism. Heroism, like Plotinus, is almost ashamed of its body. What shall it say, then, to the sugar plums, and cats'-cradles, to the toilet, compliments, quarrels, cards, and custard, which rack the wit of all human society? What joys has kind nature provided for us dear creatures! There seems to be no interval between greatness and meanness. When the spirit is not master of the world, then is it its dupe. Yet the little man takes the great hoax so innocently, works in it so headlong and believing, is born red, and dies gray, arranging his toilet, attending on his own health, laying traps for sweet food and strong wine, setting his heart on a horse or a rifle, made happy with a little gossip, or a little praise, that the great soul cannot choose but laugh at such earnest nonsense. "Indeed, these humble considerations made me out of love with greatness. What a disgrace is it to me to take note how many pairs of silk stockings thou hast, namely, these and those that were the peach-colored ones, or to bear the inventory of thy shirts, as one for superfluity, and one other for use."

Citizens, thinking after the laws of arithmetic, consider the inconvenience of receiving strangers at their fireside, reckon narrowly the loss of time and the unusual display: the soul of a better quality thrusts back the unreasonable economy into the vaults of life, and says, I will obey the God, and the sacrifice and the fire he will provide. Ibn Hankal, the Arabian geographer, describes a heroic extreme in the hospitality of Sogd, in Bokhara. "When I was in Sogd I saw a great building, like a palace, the gates of which were open and fixed back to the wall with large nails. I asked the reason, and was told that the house had not been shut, night or day, for a hundred years. Strangers may present themselves at any hour, and in whatever number; the master has amply provided for the reception of the men and their animals, and is never happier than when they tarry for some time. Nothing of the kind have I seen in any other country." The magnanimous know very well that they who give time, or money, or shelter, to the stranger—so it be done for love, and not for ostentation—do, as it were, put God under obligation to them, so perfect are the compensations of the universe. In some way the time they seem to lose is redeemed, and the pains they seem to take remunerate themselves. These men fan the flame of human love and raise the standard of civil virtue among mankind. But hospitality must be for service, and not for show, or it pulls down the host. The brave soul rates itself too high to value itself by the splendor of its table and draperies. It gives what it hath, and all it hath, but its own majesty can lend a better grace to bannocks and fair water, than belong to city feasts.

The temperance of the hero, proceeds from the same wish to do no dishonor to the worthiness he has. But he loves it for its elegancy, not for its austerity. It seems not worth his while to be solemn, and denounce with bitterness flesh-eating, or wine-drinking, the use of tobacco, or opium, or tea, or silk, or gold. A great man scarcely knows how he dines, how he dresses, but without railing or precision, his living is natural and poetic.

John Eliot, the Indian Apostle, drank water, and said of wine, "It is a noble, generous liquor, and we should be humbly thankful for it. But, as I remember, water was made before it." Better still, is the temperance of king David, who poured out on the ground unto the Lord the water which three of his warriors had brought him to drink, at the peril of their lives.

It is told of Brutus, that when he fell on his sword, after the battle of Philippi, he quoted a line of Euripides, "O virtue, I have followed thee through life, and I find thee at last but a shade." I doubt not the hero is slandered by this report. The heroic soul does not sell its justice and its nobleness. It does not ask to dine nicely, and to sleep warm. The essence of greatness is the perception that virtue is enough. Poverty is its ornament. Plenty it does not need, and can very well abide its loss.

But that which takes my fancy most, in the heroic class, is the good humor and hilarity they exhibit. It is a height to which common duty can very well attain, to suffer and to dare with solemnity. But these rare souls set opinion, success and life, at so cheap a rate, that they will not soothe their enemies by petitions, or the show of sorrow, but wear their own habitual greatness. Scipio, charged with peculation, refuses to do himself so great a disgrace as to wait for justification, though he had the scroll of his accounts in his hands, but tears it to pieces before the tribunes. Socrates' condemnation of himself to be maintained in all honor in the Prytaneum during his life, and Sir Thomas More's playfulness at the scaffold, are of the same strain. In Beaumont and Fletcher's "Sea Voyage," Juletta tells the stout captain and his company,

> *Jul.* Why, slaves, 'tis in our power to hang ye.
> *Master.* Very likely,
> 'Tis in our powers, then, to be hanged, and scorn ye.

These replies are sound and whole. Sport is the bloom and glow of a perfect health. The great will not condescend to take anything seriously; all must be as gay as the song of a canary, though it were the building of cities or the eradication of old and foolish churches and nations, which have cumbered the earth long thousands of years. Simple hearts put all the history and customs of this world behind them, and play their own play in innocent defiance of the Blue-Laws of the world; and such would appear, could we see the human race assembled in vision, like little children frolicking together, though, to the eyes of mankind at large, they wear a stately and solemn garb of works and influences.

The interest these fine stories have for us, the power of a romance over the boy who grasps the forbidden book under his bench at school, our delight in the hero, is the main fact to our purpose. All these great and transcendent properties are ours. If we dilate in beholding the Greek energy, the Roman pride, it is that we are already domesticating the same sentiment. Let us find room for this great guest in our small houses. The first step of worthiness will be to disabuse us of our superstitious associations with places and times, with number and size. Why should these words, Athenian, Roman, Asia, and England, so tingle in the ear? Let us feel that where the heart is, there the muses, there the gods so sojourn, and not in any geography of fame. Massachusetts, Connecticut River, and Boston Bay, you think paltry places, and the ear loves names of foreign and classic topography. But here we are; that is a great fact, and, if we will tarry a little, we may come to learn that here is best. See to it only that thyself is here; and art and nature, hope and dread, friends, angels, and the Supreme Being, shall not be absent from the chamber where thou sittest. Epaminondas, brave and affectionate, does not seem to us to need Olympus to die upon, nor the Syrian sunshine. He lies very well where he is. The Jerseys were handsome ground enough for Washington to tread, as were London streets for the feet of Milton.

A great man illustrates his place, makes his climate genial in the imagination of men, and its air the beloved element of all delicate spirits. That country is the fairest, which is inhabited by the noblest minds. The pictures which fill the imagination in reading the actions of Pericles, Xenophon, Columbus, Bayard, Sidney, Hampden, teach us how needlessly mean our life is; that we, by the depth of our living, should deck it with more than regal or national splendor, and act on principles that should interest both man and nature in the length of our days.

We have seen or heard of many extra-

ordinary young men, who never ripened, or whose performance in actual life was not extraordinary. When we see their air and mien, when we hear them speak of society, of books, of religion, we admire their superiority—they seem to throw contempt on the whole state of the world; theirs is the tone of a youthful giant, who is sent to work revolutions. But they enter an active profession, and the forming Colossus shrinks to the common size of man. The magic they used was the ideal tendencies, which always make the actual ridiculous; but the tough world had its revenge the moment they put their horses of the sun to plow in its furrow. They found no example and no companion, and their heart fainted. What then? The lesson they gave in their first aspirations is yet true, and a better valor, and a purer truth, shall one day execute their will, and put the great world itself to shame.

Or why should woman liken herself to any historical woman, and think, because Sappho, or Sévigné, or De Staël, or the cloistered souls who have had genius and cultivation, do not satisfy the imagination, and the serene Themis, none can—certainly not she. Why not? She has a new and unattempted problem to solve, perchance that of the happiest nature that ever bloomed. Let the maiden, with erect soul, walk serenely on her way, accept the hint of each new experience, try, in turn, all the gifts God offers her, that she may learn the power and the charm, that like a new dawn radiating out of the deep of space, her new-born being is. The fair girl, who repels interference by a decided and proud choice of influences, so careless of pleasing, so willful and lofty, inspires every beholder with somewhat of her own nobleness. The silent heart encourages her; O friend, never strike sail to a fear. Come into port greatly, or sail with God the seas. Not in vain you live, for every passing eye is cheered and refined by the vision.

The characteristic of a genuine heroism is its persistency. All men have wandering impulses, fits and starts of generosity. But when you have resolved to be great, abide by yourself, and do not weakly try to reconcile yourself with the world. The heroic cannot be the common, nor the common the heroic. Yet we have the weakness to expect the sympathy of people in those actions whose excellence is that they outrun sympathy, and appeal to a tardy justice. If you would serve your brother, because it is fit for you to serve him, do not take back your words when you find that prudent people do not commend you. Be true to your own act, and congratulate yourself if you have done something strange and extravagant, and broken the monotony of a decorous age. It was a high counsel that I once heard given to a young person: "Always do what you are afraid to do." A simple manly character need never make an apology, but should regard its past action with the calmness of Phocion, when he admitted that the event of the battle was happy, yet did not regret his dissuasion from the battle.

There is no weakness or exposure for which we cannot find consolation in the thought—this is a part of my constitution, part of my relation and office to my fellow creatures. Has nature covenanted with me that I should never appear to disadvantage, never make a ridiculous figure? Let us be generous of our dignity as well as of our money. Greatness once and forever has done with opinion. We tell our charities, not because we wish to be praised for them, not because we think they have great merit, but for our justification. It is a capital blunder; as you discover when another man recites his charities.

To speak the truth, even with some austerity, to live with some rigor of temperance, or some extremes of generosity, seems to be an asceticism which common good nature would appoint to those who are at ease and in plenty, in sign that they feel a brotherhood with the great multitude of suffering men. And not only need we breathe and exercise the soul by assuming the penalties of abstinence, of debt, of solitude, of unpopularity, but it behooves the wise man to look with a bold eye into those rarer dangers which sometimes invade men, and to familiarize himself with disgusting forms of disease, with sounds of execration, and the vision of violent death.

Times of heroism are generally times of terror. but the day never shines, in which this element may not work. The circumstances of man, we say, are historically somewhat better in this country, and at this hour, than perhaps ever before. More freedom exists for culture. It will not now run against an ax, at the first step out of the beaten track of opinion. But whoso is heroic will always

find crises to try his edge. Human virtue demands her champions and martyrs, and the trial of persecution always proceeds. It is but the other day that the brave Lovejoy gave his breast to the bullets of a mob for the rights of free speech and opinion, and died when it was better not to live.

I see not any road of perfect peace, which a man can walk, but to take counsel of his own bosom. Let him quit too much association, let him go home much, and establish himself in those courses he approves. The unremitting retention of simple and high sentiments in obscure duties, is hardening the character to that temper which will work with honor, if need be, in the tumult, or on the scaffold. Whatever outrages have happened to men, may befall a man again; and very easily in a republic, if there appear any signs of a decay of religion. Coarse slander, fire, tar and feathers, and the gibbet, the youth may freely bring home to his mind, and with what sweetness of temper he can, and inquire how fast he can fix his sense of duty, braving such penalties, whenever it may please the next newspaper, and a sufficient number of his neighbors, to pronounce his opinions incendiary.

It may calm the apprehension of calamity in the most susceptible heart, to see how quick a bound nature has set to the utmost infliction of malice. We rapidly approach a brink over which no enemy can follow us.

"Let them rave:
Thou art quiet in the grave."

In the gloom of our ignorance of what shall be, in the hour when we are deaf to the higher voices, who does not envy them who have seen safely to an end their manful endeavor? Who that sees the meanness of our politics, but inly congratulates Washington, that he is long already wrapped in his shroud, and forever safe; that he was laid sweet in his grave, the hope of humanity not yet subjugated in him? Who does not sometimes envy the good and brave, who are no more to suffer from the tumults of the natural world, and await with curious complacency the speedy term of his own conversation with finite nature? And yet the love that will be annihilated sooner than treacherous, has already made death impossible, and affirms itself no mortal, but a native of the deeps of absolute and inextinguishable being.

A LESSON THAT GREW.

BY SARAH L. ARNOLD.

THE following was published in *The School Journal* six or seven years ago. It seems to us to be so admirable in its way that we are tempted to reprint it, as follows:

There has been much discussion of late in regard to the propriety of narrowing our school vocabulary to make ourselves understood by little children, by translating good English into the language of babyhood. It has been asked, and with reason, whether such belittling is not rather a hindrance than a help to true growth.

Miss Oddways has been thinking about it. While considering the *pros* and *cons*, she gave a lesson in a primary class. The lesson was nominally a memory exercise, a part of every Friday afternoon being given to committing to memory some suitable selection. What would be "suitable" was the vexed question, Miss Oddways thought.

Leaving unceremoniously the carefully graded rhymes, in which array "Twinkle, twinkle, little star," "Little drops of water," "You'd scarce except one of my age," etc., asserted their well-proved appropriateness, she proceeded boldly into the class-room, accompanied simply by a few stanzas of Tennyson's "Song of the Brook."

The children were waiting. "Let us sing," said Miss Oddways. They sang as happily as children will. Then Miss Oddways bade them watch her as she wrote upon the board—

"*The Song of the Brook.*"

The five little words grew rapidly beneath her fingers. The bright eyes read as rapidly, and hands testified to quick thought.

"Who can read the name of the song we are to learn to-day?"

Everybody could; and everybody wanted to read it aloud. That done, they looked to see the song, but met a question instead.

"How many ever saw a brook?"

Everybody in the room; and everybody wanted to tell. Little brooks and large brooks, brooks in the fields and brooks in the woods, they knew. They had fished in them, picked flowers beside them, waded in the shallow places. There was

no dearth of enthusiasm in regard to brooks.

"How many of you ever heard a brook sing?"

Some looked their wonder. One ventured to voice his incredulity in the proper circumflex: "*Sing*, Miss Oddways!" But one blessed child of intuition (that there are some such in every school Miss Oddways thankfully remembered) answered with kindling eyes: "Oh, I know what you mean! The sound the brook makes when it runs over the stones and the rough places." Then they all knew.

"Let us listen," said Miss Oddways, "and see if we remember it so well that we can almost hear it now." Breaking the hush that followed, she asked: "Would you like to learn a song that sounds so like the brook that you almost think you hear the brook speaking the words?"

A chorus of assent came as she turned to the board.

"*I come from* ———"

she began. "That is the beginning. Who knows where the brooks come from?"

They knew, the wise little people. They knew where brooks were found in the fields and the woods; and where, in the still woods, might be found their very beginnings. Some had been there, and knew how still and wild the places were. They watched eagerly while Miss Oddways finished the line—

"*I come from haunts of coot and hern.*"

The "coot and hern" were discussed then. The children knew something of them both, and Miss Oddways added to their knowledge. Then they found that, knowing where the brooks come from, and knowing, too, the habits of the coot and hern, they knew what "haunts" were. So they were ready to read the line together.

"*I make a sudden sally,*"

wrote Miss Oddways. Drawing a line under "sally," she told them its meaning, and used it in other ways, until the children understood.

"Now I have told you about one word; you may tell me about the other," she said, underlining "sudden" also.

"It means quick," volunteered Bennie.

"I wonder if this brook was a still brook or a noisy brook," says Miss Oddways.

"It couldn't be very still if it was singing," Jamie thinks for the class.

"What makes some brooks still, while others sing?"

"Oh," cried Bennie, "the fast ones sing!"

"Bennie may tell us what the brook says, in his own words."

It came after judicious questioning. "I come from the woods where the coot and the hern stay, and I run all at once out of the dark woods into the field."

"How many ever saw a brook when the sun shone on it? How did it look?"

They fastened on many good words before "sparkle" came. Upon its advent Miss Oddways wrote—

"*And sparkle out among the—*"

They knew. Flowers and ferns and stones and bushes. There was not time to talk long enough.

"*Fern,*"

the teacher wrote, adding,

"*To bicker down the valley.*"

They knew that brooks found low places, and so were ready for "valley." They knew that no brook chose a path as straight as an arrow, but winds and wavers and trembles in its course. So they learned what "bicker" means.

Then they repeated together the first stanza of the song.

"'Tis surprising," said Miss Oddways, "how much these children know. They are born poets, and we feed them on shavings. I'm almost ready to believe they could have written 'The Song of the Brook' themselves. Any way, they can sing it if you give them a chance. I don't know why we should dilute poetry until it cannot be recognized as such, when they appreciate the real thing. I'm not sure that I shall not go to the children to be taught. I shall think about it."—*American Teacher.*

Still on the lips of all we question
  The finger of God's silence lies.
Shall the lost hands in ours be folded?
  Will the shut eyelids ever rise?

O friends! no proof beyond this yearning,
  This outreach of our souls, we need;
God will not mock the hope he giveth;
  No love he prompts shall vainly plead.

Then let us stretch our hands in darkness,
  And call our loved ones o'er and o'er;
Some time their arms shall close about us,
  And the old voices speak once more.

John G. Whittier.

THE SCOLDING HABIT.

BY R. H. HOLBROOK.

THE scolding teacher can cure himself in one way only. Not by keeping his tongue still. That important organ must be active, doubtless, and ought to be, probably. Let it wag, but cure it by substitution. When the scold comes substitute a word of praise. Scolding is a frost, praise is a genial refreshing. There is as much opportunity in the worst cases for commendation as for condemnation, and the former is infinitely more needed. Besides, scolding is weakness—lack of self-control. The pupils know it. Further, there is no more pleasant, healthful shock for a class when they are expecting certain pupils to be scolded, than to be pleasantly disappointed by hearing the better pupils praised. This stroke of thoughtfulness will oftentimes reach refractory or lazy pupils more effectively than a direct reprimand.

Scolding becomes so awfully tiresome and commonplace when frequent. Pupils become as callous to it as to the squalling of a neighbor's guinea-hen. Frost kills the premature buds, but it keeps back the others. Scolding kills the tender and represses the vigorous. Praise may also become wearisome if stupidly administered, but it requires more wit and self control to manage it than scolding. Anybody can scold—few can praise. If error there must be, let it be in that of too much praise rather than of too much scolding.

PLAN OF SCHOOL HOUSE.

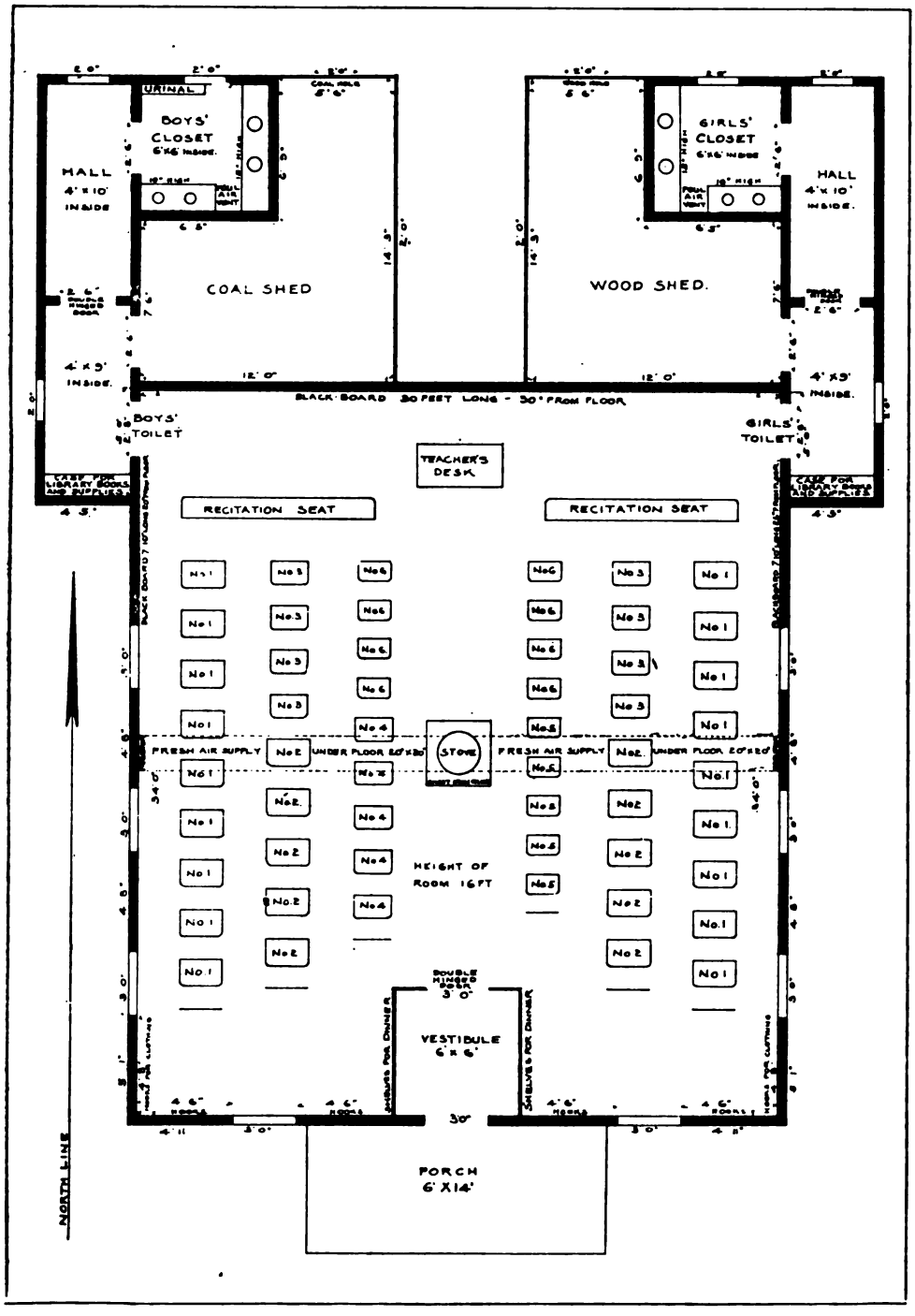
WE have received from Co. Supt. J. W. Leech, of Ebensburg, Cambria county, a ground plan of a rural school house drawn on a scale of eight feet to the inch, of which we have had a plate made for *The Journal*. Supt. Leech has, in his annual reports for 1890 and 1892, been condemning the disgraceful outhouses in many parts of his county, which are probably as bad as in most other counties of the State and of the country at large. This excellent plan is the result of his efforts to improve a condition of things but little removed from barbarism. The additions to the school building which he suggests "would cost from $50 to $100. The main school room should be sixteen feet high, and the other attached rooms nine feet. The toilet room should be finished in the same manner as the main room. All should be wainscoted four feet high. The windows should reach to within thirty-six inches of the floor.

"The following are some reasons why this plan may be used with advantage in providing for outhouses for schools:

1. It gives the teacher absolute control of the whole matter.
2. Pupils may use them at any time without running out half clad through mud, rain, or snow.
3. No one need know for what purpose the pupil enters the "toilet" room, each of which should contain water, basin, soap, towel, mirror, comb, brush, broom, besides books and supplies.
4. These closets are never open except when the school is in session and the teacher present.
5. No one would be likely to commit a nuisance or deface by cutting or writing.
6. They cannot be used by tramps or passers-by, or overturned on Hallowe'en.
7. They are always locked when the school-room is locked, and not left open for snow or rain to blow in.
8. The "Please-may-I-go-out" question is done away with by granting to all permission to pass to "toilet" room by simply raising the hand. Thus the pupils are less likely to impose on the teacher.
9. The teacher can inspect each daily.
10. A large box or bin can be kept in the coal and wood houses, and filled with dust or sifted ashes when this can readily be had. This natural deodorizer can be used as needed. When desired the *earth closet* may be used by placing a box of proper dimensions on a strong sled underneath to be hauled away, as in England and elsewhere, by any one having permission to do so.
11. It does away with the most disgraceful thing connected with our public schools.
12. If the coal and wood houses are also added as in the plan, a *great deal* of inconvenience is avoided.

"If preferred, a simple extension of the school building on its north or west end can be made to include these needed accommodations, the entrance to the same being through doors at each end of the blackboard on the wall behind the teacher's desk.

"A somewhat similar plan *has been tried* in our county, and, in the judgment of the teacher, "works like a charm." This plan provides floor space and air space enough for 54 pupils, allowing 15 feet floor space and 300 cu. ft. of air space for each pupil. Each pupil requires about 2,000 cu. ft. of *fresh* air *every* hour; this the teacher must get by ventilation of some kind.



GROUND PLAN OF A RURAL SCHOOL HOUSE.

Designed by County Supt. J. W. LEECH, Ebensburg, Cambria county, March, 1894. Scale, eight feet to the inch. Drawn by Elder & Schwarz, Civil and Mining Engineers, Ebensburg, Pa. School building to be placed with front facing to the South or East. *Never* to North or West.

"This house should always be built with the front facing *south* or east, *never* facing north or west. All windows should be on weights. The numbers given on the seats in the plan refer to the following scale, which is accurate and of great value to directors:

SINGLE SEAT AND DESK FOR ONE PUPIL.

SIZE.	Length.	Height of Seat from floor. . . .	Width of Top . .	Height of Top of Desk from floor.	Distance of Desks apart, measuring from back to back	Average age of Pupil occupying seat. . . . .
No. 1 .	24 inch.	16 inch.	15 inch.	30 inch.	28 inch.	16 to 21
No. 2 .	24 "	15 "	15 "	29 "	28 "	14 to 18
No. 3 .	21 "	14 "	13 "	27 "	25 "	11 to 15
No. 4 .	21 "	13 "	13 "	26 "	25 "	9 to 13
No. 5 .	18 "	12 "	11 "	24 "	22 "	7 to 10
No. 6 .	18 "	11 "	11 "	23 "	22 "	5 to 8

HOW OLD IS THE EARTH?

AMONG all the means afforded by geology for direct estimates of the earth's duration, doubtless the most reliable is through comparing the present measured rate of denudation of continental areas with the aggregate of the greatest determined thickness of the strata referable to the successive time divisions. The factors of this method of estimate, however, are in considerable part uncertain, or dependent on the varying opinions of different geologists.

According to Sir Archibald Geikie, in his Presidental address a year ago before the British Association, the time thus required for the formation of all the stratified rocks of the earth's crust may range from a minimum of 73,000,000 up to a maximum of 680,000,000 years. Prof. Samuel Haughton obtains in this way, "for the whole duration of geological time a minimum of 200,000,000 years."

On the other hand, smaller results are reached through the same method by Dana, who conjectures that the earth's age may be about 48,000,000 years since the formation of the oldest fossiliferous rocks, and by Alfred Russell Wallace, who concludes that this time has probably been only about 28,000,000 years. With these, rather than with the foregoing, we may also place Mr. T. Mellard Reade's recent estimate of 95,000,000 years. similarly derived.

Again, Mr. C. D. Walcott,in his Vice Presidental address before Section E of the American Association for the Advancement of Science, at its meeting last August, gave his opinion from a study of the sedimentary rocks of the western Cordillerean area of the United States, that the duration of the time since the Archæan era has been probably some 45,000,000 years.—*Prof. Warren Upham, in The Popular Science Monthly.*

LETTER WRITING.

WE again wish to impress upon the minds of our teachers the great necessity for special attention to the instruction of pupils in the art of Letter Writing. There is no common habit which so accurately tells of character as does the letter written, of the personality of the writer; and there is no line of habit more easily trained if proper attention is given to the subject, by competent teachers, when pupils are at the trainable age. There are few people, comparatively, who are able to write an entertaining, bright and gossipy letter, and there are a still less number who are capable of writing a correct business letter.

At least one period each week should be carefully devoted to this branch of education. If you are not sure of competency and correctness of style, you should procure a reliable treatise on the subject and take self-cultivation, before attempting to instruct pupils. It will not be time wasted if spent for your own benefit.

Remember where date and heading should be placed, pay particular attention to manner of addressing and beginning of letter.

There is much of good style in an elegant and correct closing of a letter, as also in the method of signature. The envelope too! How many realize the impression a stranger forms of the writer of a letter, from the outside of the envelope? There is one proper place for a stamp. It takes no longer to put it straight and right side up than to put it on wherever it happens to stick. Then the address. Do, please, teach your pupils that, next to using good and clean stationery, the writing an address on an envelope, in a way that will not make the receiver ashamed, is important. When we receive a soiled and poorly-addressed envelope, we always feel as if a private fumigating furnace would be a luxury; but when we

take up a spotless, smooth, plainly and properly addressed envelope, we feel a spontaneous growth of respect for the writer even before we see the signature.

You may easily represent upon your board by chalk outline the shape of letter-paper and envelope, and give a careful lesson by talk and drill upon the subject, and require letters embodying the special principles taught to be written to imaginary persons, or addressed to yourself or some member of the class.

You will readily awaken much enthusiasm and pride in the subject. Do not make confusion by mixing up the ideas of the different kinds of letters in one lesson. Indeed it will rather be necessary so spend several lessons before perfecting either branch of correspondence education.

Do what you can to improve this much neglected part of common education. We suggest below headings for subjects of different lessons on the art of letter writing; one lesson at least may be well spent on each point.

1. The parts of a letter.
2. The address.
3. The heading.
4. The salutation.
5. The body of a letter.
6. The conclusion.
7. The superscription.
8. Manner of folding.
9. A business letter.
10. A letter ordering periodicals.
11. Change of address.
12. Ordering books.
13. Ordering bill of goods.
14. Make out a bill.
15. Give a receipt.
16. Invitation.
17. Regrets.

Canada Ed. Journal.

OUR CALL TO DUTY.

THE thoughts of the wicked are an abomination to the Lord: but the words of the pure are pleasant words.—*The Bible.*

The nurse of infidelity is sensuality.—*Cecil.*

Righteousness exalteth a nation: but sin is a reproach to any people.—*Proverbs.*

The eyes of the Lord are in every place, beholding the evil and the good.—*The Bible.*

"Indifference is the invincible giant of the world."

The true instrument of man's degradation is his ignorance.—*Lady Morgan.*

To be ignorant of one's ignorance is the malady of ignorance.—*Alcott.*

The love of heaven makes one heavenly.—*Shakespeare.*

A word spoken in due season, how good is it!—*Proverbs.*

The way of life is above to the wise, that he may depart from hell beneath.—*Proverbs.*

Vicious habits are so odious and degrading that they transform the individual who practices them into an incarnate demon.—*Cicero.*

Memory is the scribe of the soul.—*Aristotle.*

Be not wise in thine own eyes; fear the Lord and depart from evil.—*The Bible.*

A child's eyes, those clear wells of undefiled thought, what on earth can be more beautiful?—*Mrs. Norton.*

Children are the to-morrow of society.—*Whately.*

All is to be feared where all is to be lost.—*Byron.*

Curses always recoil on the head of him who imprecates them. If you put a chain around the neck of a slave, the other end fastens itself around your own.—*Emerson.*

For they can conquer who believe they can.—*Dryden.*

Conscience is the sentinel of virtue.—*Johnson.*

By steps we ascend to God.—*Milton.*

I would have you wise unto that which is good, and simple concerning evil.

Men resemble the gods in nothing so much as in doing good to their fellow-creatures.—*Cicero.*

Keep thy heart with all diligence, for out of it are the issues of life.—*Proverbs.*

No canvas absorbs color like memory.—*Willmott.*

The earnestness of life is the only passport to the satisfaction of life.—*Theodore Parker.*

The way of the wicked is as darkness: they know not at what they stumble.—*The Bible.*

In the way of righteousness is life; and in the pathway thereof there is no death.—*Proverbs.*

He lives most who thinks most, feels the noblest, acts the best.—*Bailey.*

Laughter means sympathy.—*Carlyle.*

Whatsoever thy hand findeth to do, do it with thy might.—*Ecclesiastes.*

Cast thy bread upon the waters; for thou shalt find it after many days.—*Ecclesiastes.*

Language most shows a man; speak that I may see thee: it springs out of the most retired and inmost part of us.—*Ben Jonson.*

How much lies in laughter! the cipher key wherewith we decipher the whole man.—*Carlyle.*

They declare their sin as Sodom; they hide it not. Woe unto their soul! for they have rewarded evil unto themselves. —*Isaiah.*

Sow good services—sweet remembrances will grow from them.—*Mme. de Stael.*

Refinement is the lifting of one's self upwards from the merely sensual, the effort of the soul to etherealize the common wants and uses of life.—*Beecher.*

The highway of the upright is to depart from evil.—*Proverbs.*

He that justifieth the wicked, and he that condemneth the just, even they both are an abomination to the Lord.—*The Bible.*

Modesty is the conscience of the body. —*Balzac.*

The first of all virtues is innocence, the next is modesty. If we banish modesty out of the world, she carries away with her half the virtue that is in it.—*Addison.*

A foolish son is a grief to his father and a bitterness to her that bare him.—*Proverbs.*

Judgments are prepared for scorners, and stripes for the backs of fools.—*Proverbs.*

The mind is the atmosphere of the soul. —*Joubert.*

Even a child is known by his doings, whether his work be pure, and whether it be right.—*The Bible.*

I will instruct thee and teach thee in the way wherein thou shouldst go.—*Psalms.*

Virtue and decency are so nearly related that it is difficult to separate them from each other, but in our imagination. —*Cicero.*

How oft the sight of means to do ill deeds makes ill deeds done.—*Shakespeare.*

The face of the Lord is against them that do evil, to cut off the remembrance of them from the earth.—*The Bible.*

Good actions ennoble us, and we are the sons of our own deeds.—*Cervantes.*

For with thee is the fountain of light: in thy light shall we see light.—*The Bible.*

Then shall I teach transgressors thy ways, and sinners shall be converted unto thee.—*Psalms.*

The fool hath said in his heart, "There is no God." Corrupt are they and have done abominable iniquity.—*The Bible.*

The despotism of custom is on the wane: we are not content to know that things are; we ask whether they ought to be.—*John Stuart Mill.*

Breed is stronger than pasture.—*Eliot.*

Thou hast set our iniquities before thee: our secret sins in the light of thy countenance.—*Psalms.*

In old days there were angels who came and took men by the hand and led them away from the city of destruction. We see no white-winged angels now, but yet we too are led away from threatening destruction.—*George Eliot.*

Millions of spiritual creatures walk the earth unseen, both when we wake and when we sleep.—*Milton.*

Wisdom sits with children round her knees.—*Wordsworth.*

Age has deformities enough of its own; do not add the deformity of vice.—*Cato.*

Grows pure by being purely shone upon, or foul through contact close with foulness.

Moral beauty is the basis of all true beauty.—*Cousin.*

Virtue is the beauty, and vice the deformity, of the soul.—*Socrates.*

Virtue is health, vice is sickness.—*Petrarch.*

Infinite is the help man can yield to man.—*Carlyle.*

Man, man is thy brother, and thy father is God.—*Lamartine.*

Where children are there is the golden age. —*Novalis.*

Sin and her shadow death.—*Milton.*

The fear of the Lord is the beginning of wisdom: a good understanding have all they that do his commandments; his praise endureth forever.—*The Bible.*

Character is human nature in its best form. It is moral order embodied in the individual.—*Smiles.*

Blessed are the undefiled in the way, who walk in the law of the Lord.—*Psalms.*

There is no immunity from the consequences of sin; punishment is swift and sure to one and all.—*Ballou.*

"One soweth and another reapeth" is a verity that applies to evil as well as good.—*George Eliot.*

It is a grand old name, that of gentleman, and has been recognized as a rank and power in all stages of society. The Psalmist briefly describes him as one "that walketh uprightly, and worketh righteousness, and speaketh the truth in his heart."—*Smiles.*

Beauty has no lustre, save when it gleameth through the crystal web that purity's fine fingers weave for it.—*Maturin.*

Imitate Jesus Christ.—*Franklin.*

He prayeth best who loveth best.—*Coleridge.*

Evil is an antagonism with the entire creation.—*Zschokke.*

Charity is a principle of prevailing love to God and good will to men, which effectually inclines one endued with it to glorify God and to do good to others.—*Cruden.*

Thy word is very pure, therefore thy servant loveth it.—*Bible.*

Beauty is God's handwriting, a wayside sacrament.—*Milton.*

The fear of the Lord is the beginning of knowledge: but fools despise wisdom and instruction.—*Proverbs.*

Old age adds to the respect due to virtue, but it takes nothing from the contempt inspired by vice; for age whitens only the hair.—*Senn.*

Sin is disease, deformity, weakness.—*Plato.*

That is good which doeth good.—*Venning.*

To escape evil we must be made as far as possible like God; and this resemblance consists in becoming just and holy and wise.—*Plato.*

He that planted the ear, shall he not hear?—*Bible.*

STATE BOARD OF HEALTH.

CIRCULAR TO BOARDS OF SCHOOL DIRECTORS AND CONTROLLERS.

THE conditions existing in connection with the public schools in the smaller towns, villages and rural districts in this State, are such as to have amply justified the passage of the law requiring Directors to provide proper School Outhouses. Its author is entitled to the heartfelt thanks of every parent who has children, and especially daughters, attending such schools.

A shameless disregard of the proprieties of life and the allowance of the vilest accumulations of filth, coupled with inconvenience and rudeness of accommodations, characterize the conveniences provided by too many School Boards. The State Board of Health would be neglecting a duty of the most positive kind, did it fail to give this law the widest possible circulation, and to see that it is placed in the hands of all who are officially responsible for "the better protection of the health and morals" of the future fathers, mothers and citizens of the Commonwealth.

A word of explanation may here be necessary as to the meaning of the term "water closets," as used in the Act. It is not to be understood as referring to the water-closet technically so called, in which the matters deposited are washed away by a stream of water, requiring a complicated system of pipes and machinery known under the general name of "plumbing," but simply as describing an outhouse, privy, necessary or other building, designed for the relief of the calls of nature.

It must not be supposed that School Directors and Controllers are in any degree more negligent than their constituents in this matter. The condition of the sanitary, or unsanitary more strictly, arrangements for the school is simply, in the majority of cases, a reproduction of those which exist at the home.

The State Board of Health earnestly hopes that the compulsory introduction of more decent, healthful and convenient houses and appliances for the performance of this most important function of daily life at the school, may be speedily reflected in a corresponding improvement in the arrangements for the family. A well-known sanitarian and former member of the New York Board of Health, commenting on a similar condition found in his own state, justly says:

"In addition to the well-known dangers attending the neglected accumulations in privy-vaults, few things are more destructive to health and comfort than dependence on one of these dreadful outbuildings. A visit to one of them involves an amount of exposure in cold weather which even strong men have reason to dread. In the case of women, children and invalids, what can be worse than a plunge out of doors in cold or stormy weather, usually without the precaution of extra clothing or overshoes for a visit to the foul shrine of cloacina? The neglect of regular attention to the calls of nature, which the dread of this exposure induces, tends to encourage women and children in disregarding them as long as possible, until the evils inevitably attendant upon the habit of constipation, much too prevalent in this country, are induced and confirmed. The head of a family

who makes no better provision for the needs of his household, neglects the most obvious of his sanitary duties."

One custom which prevails in small towns and rural districts cannot be too strongly reprobated. It is this: A hole is dug in the ground, and a rough house placed over it for the purpose of which we are writing. In process of time this fills up. Instead of having it emptied and disinfected, another hole is dug near by, the house is moved over it, a few boards are laid over the old one for safety, and a little earth is thrown on top. This process goes on year after year, time after time, until the whole back yard is honeycombed with these pits full of the foulest filth. Is it any wonder that typhoid fever and diphtheria are diseases of villages, and show themselves in what should be the healthiest portions of our State, when soil, and water, and air are polluted in this wholesale and disgusting manner? The same material, properly composted with lime, would furnish a fertilizer of great value for certain standing crops, and thus be a source of profit instead of a cause of disease and death.

As the Board understands the provisions of this law, they are substantially the same as those contained in the circular of the Board on School Hygiene, addressed to school directors and controllers, although the Act was introduced entirely without consultation with the Board, and the Board is not aware of its authorship. They may be summed up as follows:

The privies should be absolutely distinct for each sex, "out of sight and out of mind," each from the other. There should be as little woodwork as possible about them, and they should be well ventilated and well lighted. In country places some form of the earth closet should always be adopted in preference to the dangerous privy-vault. Dry paths should lead to the closets, so that in damp weather pupils need not wet their feet in visiting them. In towns, when the water-closet is used, they should be constructed in the best possible manner. The floors should be of slate laid in cement or asphalt, because these absorb no moisture. The urinals should not be of metal or of stone, but of glazed ware, as this can be kept clean the most easily. Pan closets, which were in general use for very many years, are objectionable because the container, in which the pan revolves, forms a chamber which becomes foul and dangerous; and unless the fixtures and connections are perfect, all persons, and especially children, are likely to leave the closet without sufficient water in the pan to exclude from the room the impure air and gases in this container. Hopper closets are objectionable because it is almost impossible to keep the inside surface of the hopper clean. There are many forms of closets which are equally good for practical purposes. The bowl and its pedestal should be of one piece of earthenware. The outlet should be so arranged that there will always be a shallow body of water in the bottom of the bowl, and the flush should have as few fixtures as possible, so as to avoid liability to derangement. Closets should never be boxed in, but should be left open so as to admit of free scrubbing and cleansing all around them underneath. It is better to place the closets outside the school building, rather than in the cellar, as in the latter there will always be some danger from foul gas, and they will need constant watching. A closed way, however, for protection during cold, stormy and icy weather, is very desirable. The dread of exposure to these dangers and discomforts, as well as a sense of delicacy, often leads girls to neglect their necessities in this most important particular, thus leading to a long train of diseases which disable them for life. Human excreta are poisonous to human beings when again taken into the system; besides, they often contain the germs of fatal diseases, like typhoid fever, cholera, dysentery, etc., for which reasons care should always be taken to keep them from all water supplies.

While every portion of school premises should be daily inspected by the teacher and kept in a cleanly condition, special attention should be given to the urinals and water closets. These should be frequently disinfected, and the aim should be to permit no odor to arise from these places. Green vitriol, a pound to a pail of hot water, is an excellent deodorant and purifier for such places.

The following instructions, for which sanitary science is indebted to Mr. James C. Bayles, M. E., a former member of the Board of Health of New York, will enable an ordinary carpenter to construct a movable earth closet, Figure II,* which may be made use of in any well-ventilated apartment. That pictured in Figure I*

* See Board of Health Circular, No. 23, revised.

is the most convenient as a permanent fixture out of doors, or opening from the back of the house:

"The body is a plain pine box. Its sides are not over 14 inches high; its depth is 18 inches (measuring from front to back), and its length about 30 inches. It is divided into two compartments, one 18x18 inches, and the other 18x12 inches. The larger of these compartments has no bottom; the smaller has a tight bottom. On top are two covers. The lower cover, hinged to the upper edge of the back, extends all the way across both compartments. In this is cut the seat, over the center of the larger compartment. The upper cover is hinged to the lower one, and may be raised independently. It is made the size of the larger compartment only, both covers having a little overhang to facilitate lifting them. The material in, and work on, such a box will cost anywhere from $2.00 to $3.00, according to the amount of finish put on it by the carpenter.

"The receiving vessel is a galvanized iron coal-hod, as large as will stand in the larger compartment with the covers down. The smaller compartment is filled with dry earth, ashes, peat-dust, or whatever else is used as deodorizer, and a little hand-shovel, or scoop, is laid in. The closet is then ready for use, which should be preceded by throwing into the coal-hod as much of the dry matter as is needed to cover its bottom an inch deep. When used, the upper cover is raised, exposing the seat. After use the lower cover is also raised, uncovering both compartments. A small quantity of the dry material is then taken in the scoop and sprinkled over the contents of the hod.

"A quart is usually more than sufficient. This operation is repeated whenever the closet is used, until the hod is full, when, of course, it must be emptied. Its contents will turn out a solid mass, inoffensive to sight and smell. Even the most fastidious person, with strength enough to carry the full hod out of doors, would make no objection to emptying it. Occasionally, it is well to air and sun the hod after emptying. No other cleansing is required. It is better not to use an earth-closet as a urinal, but so much of such use as is incidental to its employment as a stool, in no respect interferes with its satisfactory workings. Slops should on no account be poured into it.

"The best of the materials for use in an earth-closet which can be had without expense or trouble, is the fine siftings of anthracite coal ashes. Ashes from bituminous coal are not adapted to the purpose. Dry, loamy earth, or leaf-mold, will answer very well, but it is troublesome to dry and store it. It cannot be had dry enough out of doors, even in midsummer. *Sand is useless.*

"Discreetly and decently used, an earth-closet gives very little trouble. If ashes are thrown in after each use, it will not require any attention until the receiving vessel is full, The object of leaving the larger compartment bottomless, is to facilitate cleaning. More or less ashes will be spilled around the hod, and this should be swept out frequently. By raising one end of the box, the floor under it can be swept much cleaner than the bottom of a box could be without turning it over.

"*Such an earth closet can be placed and used anywhere indoors.* No doubt it could be made a nuisance, especially if boys were permitted to saturate the wood with urine, if a person using it should forget to use ashes, or if the hod were left to become over-full and matter intended to be held in it should fall off on the floor. It needs attention like every other good thing, but, given as much care as would be bestowed upon any other article of furniture, it meets all the requirements of a safe and convenient indoor commode.

"The hole in the seat should be long from front to back, but narrow from side to side, never made circular with a pair of dividers, as a country carpenter will invariably make it unless otherwise instructed. The proper dimensions are 11x4 inches. The edges should be moderately beveled. This shape presents advantages that commend it, and tends greatly to prevent that painful disease, hemorrhoids."

BOARD OF HEALTH CIRCULARS.

The following precautionary and hygienic circulars have been issued by the State Board of Health of Pennsylvania:

No. 7. Precautions against Cholera, Cholera Infantum, Cholera Morbus, Summer Diarrhœa and Dysentery.

No. 7. Precautions against Cholera, etc. (German.)

No. 7. Precautions against Cholera, etc. (Slovak.)

No. 8. Precautions against Small Pox.

No. 18. Precautions against Typhoid Fever.

No. 29. Precautions against Diphtheria.

No. 20. Contagious and Infectious Diseases.

No. 20. Contagious and Infectious Diseases. (German.)

No. 20. Contagious and Infectious Diseases. (Slovak.)

No. 21. Precautions against Scarlet Fever.

No. 22. Precautions against Trichinosis.

No. 22. Precautions against Trichinosis. (German.)

No. 24. Recommendations in regard to the Care of Infants.

No. 25. The Act for the better Protection of the Health and Morals of School Children: with a description of a cheap and convenient form of Earth-Closet.

No. 26. School Hygiene, addressed to Teachers.

No. 27. Camp Hygiene.

No. 28. Precautions against Consumption.

No. 29. The Dangers arising from Public Funerals of those who have died from Contagious and Infectious Diseases. Addressed to the Clerical Profession.

No. 30. The disposal of the Sewage of Public Edifices. Addressed to the Trustees and Managers of Public Institutions.

No. 31. Precautions to be adopted by Funeral Directors to prevent the spread of Contagious and Infectious Diseases.

No. 32. Precautions against Sunstroke.

No. 33. School Hygiene, No. 2. Addressed to School Directors and Trustees.

No. 34. First Treatment of the Apparently Drowned and Suffocated.

No. 35. The Prevention of Blindness.

No. 36. Sanitary Protective Associations.

No. 37. Emergency Hospitals.

No. 38. The Care of the Eye.

No. 39. Dairy Hygiene.

No. 40. The Law Establishing Boards of Health in Boroughs.

No. 41. Personal Precautions recommended to be taken by Physicians in attending those suffering from certain Communicable Diseases.

No. 42. How to meet Cholera. Addressed to Boards of Health.

No. 43. Regulations for the Storage and Removal of Garbage.

No. 44. Model Rules for Boards of Health.

Any of the above circulars may be obtained on application to Dr. Benjamin Lee, Secretary of the State Board of Health, 1532 Pine street, Philadelphia, enclosing a two-cent postage stamp. The postage for the entire series, enclosed in a substantial box envelope, is 6 cents, which should always be sent on application for them.

LIGHTING OF SCHOOL ROOMS.

MR. A. P. MARBLE, Superintendent of Schools, Worcester, Mass., has put into a few sentences the results of the best experience in the lighting of school-rooms. We take it from Dr. E. E. White's last book, "School Management:

"It is agreed by an overwhelming weight of evidence that the best light for a schoolroom is exclusively on the side of the room to the left of the pupils; that the windows should be massed as closely as safe construction will allow along nearly the whole of the side; that the windows should be square at the top (not circular), and extend quite to the ceiling, and that the window sill should be higher than the tops of the pupils' desks; that the seat farthest from the windows should be about twice the distance from the tops of the desks to the ceiling, or, in general, once and a half the height of the room; that, when necessary to shut off a part of the light, the lower part of the window, and never the top or sides, should be shaded; that shades should therefore always roll from the bottom, and, where the direct rays of the sun enter the room, white, or very light curtains should roll from the top merely to soften, but never to shut out the light, and, if blinds are used, they should be made in sections, and slide up and down; and that blackboards should never be placed between windows. The walls and ceiling of the room should be tinted a light pearl, lavender, or brown color, rather than a darker shade, or any shade of yellow; and the shades (rolling from the bottom) should be of a similar color, or of a greenish tint. The shades of yellow for this purpose are quite common. but they are not good for the eyes."—*Annual Report.*

Still, through our paltry stir and strife,
Glows down the wished Ideal,
And Longing moulds in clay what Life
Carves in the marble Real!
To let the new life in—we know
Desire must ope the portal;
Perhaps the longing to be so
Helps make the soul immortal.

YOUR HEAD TO THE ENGINE.

"How will you have your feet?" the porter asked in a Wagner car coming from Buffalo.

"Feet to the engine," said the passenger.

"If you travel much you'll have your head put next to the engine," said the colored man.

"No," said the passenger, "I am afraid there might be a collision, and then I'd be thrown with all my weight against my head."

The porter chuckled.

"I beg pardon, boss," said he, "but I noticed dat all de railroad men has their heads put toward de engine—and all de commercial travelers also. The biggest argument is in favor of doing that way. In the first place, there ain't many head-on collisions. There's more danger in the rear end collision. The reason is that every passenger train has its own right of way, and runs regularly every night, and is looked out for by all the trains that's running ahead of it. Therefore, the most danger is from something behind which don't know when we have stopped or broke something, and which runs into us unexpectedly. There ain't any one looking out for any kind of collisions, 'cause when they come it matters little which end you're putting forward—your head or your feet—but if you insist on looking out for 'em, look out from behind —I'm a-telling you."

"Any more arguments?"

"Got plenty more arguments, boss. You don't want to sleep with your feet toward the engine, because if you do the draught through the car blows agin your head, and when it gets cold at night your head and chest are exposed. Put your head toward the engine and you feel cool without getting in no draught. It's just the same way in summer. If you sleep with your feet toward the engine you can't have your windows open, with the screen in 'em, without getting the wind and dust right in your face, whereas if you sleep with your head to the engine you get the cool air and no draught and dust."

"Is that all you know?"

"No, boss; I hain't told you the biggest argument yet why you should have your head made up toward the locomotive. The most serious thing of all is the circulation of the blood in your body. You been having your feet made up toward the engine, eh? Well, I reckon you don't never sleep very well in the cars, do you? Your night's res' is usually broken, ain't it? Well, sir, lemme make up your head to the engine an' you'll sleep like you was a baby. Dat's because de motion of the train is so strong and steady that it sends all your blood toward the end that's furthest from the engine. Put your feet to the engine, and all your blood rushes straight to your head and gives you a restless night. Put your head to the engine and the blood goes away from your head, leaving it cool and easy so as you can res' like a child."

"Put my head toward the engine and stop talking, will you?"

"Yes, sir, all right, sir, anything you say, sir. You won't gredge me dat quarter in the morning, I'm a-tellin' you."

(A lapse of half an hour. Then a voice from between curtains. It addresses the porter.)

"Solomon, Diogenes, porter! Any argument as to what part of a train is the safest?"

"There aren't no use of arguments 'bout dat, sir. The safest place on a train is the middle of the middle car on the side furthest from the other track."

"Good night, Cicero." — *Scientific American.*

CAN THEY READ?

IN order to read readily, we must observe readily and accurately. To sympathize with the author's feelings our imagination must be trained; to understand his meaning we must be familiar with the idea in every word. The conversation lessons should tend to give the pupil power in all these directions. Stories which rightly exercise the imagination, lessons on plants, animals, pictures, and others objects of observation and ideas, these should precede any attempt to read. Every lesson which widens the child's horizon helps him to interpret the thoughts of others. Every lesson which strengthens in him the power of observation helps him to recognize and remember word-forms. All these lessons have a direct bearing upon his power to read.

The lessons on the sounds of words should follow those just named, and also

the reading lesson proper. They should begin only when the child has a fair vocabulary, and should tend to make him independent in his recognition of new forms whose meaning he knows. He should learn all the sounds of consonants or vowels, make lists of words that rhyme and words that sound alike but are spelled differently.

For the reading, proper subjects should be chosen that are in line with the child's own experience. Stories of animals if he has been observing animals, stories of plants if he has been studying flowers, stories of deeds which he has learned to understand. The words should have been made so familiar by the word-study that he can read at sight. Silent reading should predominate. Every sentence read should express the complete thought to the child, and should be *worth* his reading. Sentences manufactured for the sake of using words will never serve as material for stimulating thought-power. There must be first of all a thought to be expressed, and if the child grasps the thought, he will readily learn its suitable expression. These suggestions may serve to direct attention to the purpose of our reading lessons. With a definite purpose and plan, the devices will shape themselves.

FOUR OUTLINES.

A MOUSE saw his shadow on the wall. Said he: "I am larger than an elephant. I will go forth and conquer the world." At that moment he espied a cat. In the next he had slipped through a hole in the wall.

Every day from the time he was a boy a man walked alone in a quiet place and thought, and he doubted not it was the same man who had walked there for so many years, but at length he came to know that the same man had not walked there twice.

Death came to a door and knocked. Seeing it was Death, they barred the door, but Death broke down the bars and entered, taking away whom he would.

Death came to another door and knocked. Seeing it was Death, they opened wide the door and welcomed him. At this Death turned his back and went, saying, "Who desires me, I desire not."

Two men plowed in a field. One plowed straight, keeping his eyes on the ground. No weeds grew, and he gathered great stores of corn. When he died, his son inherited much land. He lived in comfort and plowed in his father's fields.

The other's furrows were not straight. At times he stopped to listen to the lark or to admire a flower that grew upon a weed. He knew the names of the plants and their times of flowering. He knew the names of the stars also. He died owning no goods or lands. His son inherited his father's poverty.

The son inherited also his father's love of nature. And he became a great artist, whose name and fame spread over two continents.—*The Century.*

BLESSING FROM GOOD WORKS.

AT the Parliament of Religions in Chicago, Prince Serge Wolkonsky, of Russia, related the following legend popular in his own country:

"There was an old woman who for many centuries suffered tortures in the flames of hell, for she had been a great sinner during her earthly life. One day she saw far away in the distance an angel taking his flight through the blue skies, and with the whole strength of her voice she called to him. The call must have been desperate, for the angel stopped in his flight, and coming down to her, asked her what she wanted.

"'When you reach the throne of God,' she said, 'tell him that a miserable creature has suffered more than she can bear, and that she asks the Lord to be delivered from these tortures.'

"The angel promised to do so, and flew away. When he had transmitted the message, God said:

"'Ask her whether she had done any good to any one during her life.'

"The old woman strained her memory in search of a good action during her sinful past, and all at once: 'I've got one,' she joyfully exclaimed; 'one day I gave a carrot to a hungry beggar.'

"The angel reported the answer.

"'Take a carrot,' said God to the angel, 'and stretch it out to her. Let her grasp it, and if the plant is strong enough to draw her out from hell she shall be saved.'

"This the angel did. The poor old woman clung to the carrot. The angel began to pull, and, lo! she began to rise. But when her body was half out of the

flames she felt a weight at her feet. Another sinner was clinging to her. She kicked, but it did not help. The sinner would not let go his hold, and the angel, continuing to pull, was lifting them both. But lo! another sinner clung to them, and then a third, and more and always more—a chain of miserable creatures hung at the old woman's feet. The angel never ceased pulling. It did not seem to be any heavier than the small carrot could support, and they were all lifted in the air. But the old woman suddenly took fright. Too many people were availing themselves of her last chance of salvation, and, kicking and pushing those who were clinging to her, she exclaimed: 'Let me alone; hands off; the carrot is mine.' No sooner had she pronounced this word 'mine' than the tiny stem broke, and they all fell back to hell, and forever."—*Educational Independent.*

AN ARBOR DAY STORY.

BY ANNIE B. HANTCH.

THE Governor of the State had issued orders, under his hand and seal, for Arbor Day. The big schools in the central districts of a large manufacturing city were bee-hives of work and excitement. Prof. West was to give his lecture on forestry, Mrs. L. had written a pretty poem, and ceremonial tree-planting was the school exercise of the day. Horticulture and botany had routed for the time mathematics and the sciences.

Away down in a quarter of the city surrounded by shops, factories and mills, stood an unpretentious schoolhouse. Sometimes great columns of smoke, pouring out from the long-throated factory chimneys, and drifting away from the houses, would hang over the play-ground, like a cloud just ready to break; while the hum and whirr of wheels, the shrieking of whistles, and the thud of heavy machinery, were more frequently heard than the singing of birds, or ringing of school-bells.

The children who attended this school were not having public exercises. Their fathers were at work in the shops, breathing an atmosphere of machine oil and mill-dust, and the mothers were at home baking, cleaning, preparing food, and packing the dinner buckets for the fathers and brothers of the little school children; so there were no exercises, because there would be no guests to witness and enjoy them.

But Miss Hall, the teacher who presided in the school, had her own plan for making it a pleasant and profitable day for the children. Early in the morning they commenced bringing to her roots and plants from the woods, and from their own narrow hedged-in gardens. There were the prettiest pansies and violets, from Jamie Morris' little square patch, under the parlor window; tulip bulbs and Easter flowers in profusion, wild columbine, sweet brier, and arbutus from the woods across the creek; but the climax of interest and approbation was reached, when a little bare-footed laddie came in, bearing a thrifty young peach tree, which the children christened on the spot, "Bobby Jones," after the little donor. Just at this point a reporter appeared, who, glancing at the floral display, remarked as he took his pencil and put on his spectacles, "Enough shrubbery to stock a nursery."

Well, they had a splendid time in the long yard that lay one hundred feet in the sunlight, at the south side of the school-house. The children dug, spaded and planted, scattering broadcast in the rich mould the seeds of our beautiful summer annuals. The bulbs and roots were most tenderly placed, each in its own little dark house, waiting, as Jamie said, until the pretty sunlight called them into the upper world of air and light. But the moment of supreme happiness came when the big boy of the school sunk his spade deep in the ground, turning up sweet-scented earth, and the children with much ceremony placed the sturdy little tree in the ground, covering its roots carefully as they gave three hearty cheers for Bobby Jones.

And now the sun was high in the heavens, and the teacher, dismissing her pupils, turned the key in the school room and went home. The yard was almost as silent as the woods, the machinery of the mills having apparently lost its friction, the revolutions of bands and belts wheels and axles falling upon the balmy air in a musical monotone.

Little Jamie Morris had thrown himself upon the turf in the sunshine, and as his little eyes watched the drifting clouds so far above him, they gently closed, until Jamie and Arbor Day, and Bobby

Jones (the tree Bobby) all sailed together into the land of dreams.

There must have been some subtle influences from the earth that crept into the little human flower, making him akin to the plants he had just placed in the ground, for he saw and heard things of which you and I may never know except in story. The distant highways were thronged with sad-faced children, whose tiny hands reached pathetically to the school garden, while the windows of the old hospital on the hill were crowded with white iittle faces, foremost in the row being the pallid face of John Walker, the country boy who had his foot crushed in the new frog-shop.

Just here Jamie blinked his eyes, and as he did so, the lilies and tulips in the garden swayed to and fro, nodding to each other and apparently planning important spring changes in the home circle. The pansies, violets, and cowslips drew up their delicate rootlets as if preparing for a journey.

The carnations, white and scarlet, were already leaving their homes, and massing themselves like red and white chessmen under a king and queen. The sweetbrier, a great brawny fellow from the woods, and the other wild flowers, looked agitated and interested, as though special work had been planned for them.

Just here a puff of wind blew off the white caps of an old dandelion, scattering the little feathery down east and west. This was a sign for a general march, which was led by a magnificent Royal George rose. Two elderly tulips in crimson and yellow chaperoned this funny looking crowd, and executed a wabbling dance across the yard. The carnations commenced moving with military precision, whilst the tiny flowers with delicate rootlets frolicked and waltzed, until Jamie grew dizzy, watching the rapid motion of their numberless and almost invisible little feet. On they went, over the fences, down into the tainted courts of the city, where a bunch of rare sweet violets fell on the pillow of sick Margery; while over the hills went sweet-briar, arbutus hanging to his arm, reaching, clinging, climbing up the hospital wall, until in all his summer finery, he thrust himself through the casement into the very arms of the crippled country boy.

Jamie now rubbed his eyes and beheld Bobby Jones (the tree Bobby) covered with the most beautiful blossoms, and heard a bee, in the heart of the loveliest bloom, hum in a deep bass voice "Sweeter than honey or the honey-comb." And almost in the "twinkling of an eye," the blossoms turned to luscious peaches, all except the topmost branch, which hung like a banner against the blue sky, and to Jamie's astonishment bore in peachy pink letters last Sunday's golden text, "The poor ye have always with you."

Then there appeared to be a tremulous, discontented movement of the earth around the roots of the tree, as Jamie heard it say, "I am actually rooted to the spot. I can't even leave home to carry one of my yellow beauties to the old lady across the way, who has watched them since they were blossoms. I must stay at home and see to it that my pretty children have plenty of sunlight, and that my roots, trunk, and leaves do their appointed work in the family housekeeping, leaving to others fleet of foot and light of hand the royal gift of giving."

Then a great wind arose which carried the fruit into the fever wards of the hospital, into the crowded courts of the city, and into the hands of all who were hungry and athirst. Jamie was beginning to fear the wind might rob the tree of all its fruit, and tear down its beautiful banner, when he felt some one shaking him, as he shook his dog when he wanted a playfellow, and looking up he saw Aunt Hannah, the sweep-woman, who said, "Wake up honey, ya ma's bin a huntin of yo all ober town; yo'll chill the berry marro' in yo bones, 'sposin yo'self heah on de groun; mor'n dat yo'll ketch de feber, chile, wid de sun a blazon on yo like a ball of fire," and Aunt Hannah gave him another hearty shake.

Next morning Jamie told his wonderful dream to his sympathetic teacher and round-eyed schoolmates. Miss Hall was a Christian woman, who believed that God had more way than one of directing his people; and before the sun went down on Friday evening she had organized in school an Arbor Day Society for cultivating fruit and flowers for poor and sick children, thus making the holiday not only a time for planting trees and instilling pretty floral sentiments, but also a day upon which the young can lay deep the roots, and scatter the seeds, for a widespread charity.

All through the summer the children sent out sweet fragrant little messages to gladden some one's heart.

By the time "The Bobby Jones" was bearing its burden of downy peaches, Jamie was taking rapid strides through the grammar school; but the first week in September always found him at the Lincoln Street Primary, ready to help pick and distribute the golden balls, flushed with crimson, that hung in generous clusters from every branch of the wonderful tree.—*Lutheran Observer.*

OUR RURAL PUBLIC SCHOOLS.

BY H. N. JARCHOW, LL.D.

IN a former issue of *The Independent*, Dr. George G. Groff advocates the introduction of agricultural instruction into our rural public schools, and refers in this connection to the latest French legislative act, providing for such study in the French general school system. We ought, of course, to have in our rural public schools a course in agriculture, particularly as we have adopted manual education in our city schools. But the French Act cannot be contemplated as a model to be copied. This act makes the public schools a sort of annex to agricultural colleges. It has not yet stood the test, the work being, as the French Professor James says, in only the first stage of development. If we are in need of models, we should turn our eyes to Sweden, Belgium and Germany, which are by no means less advanced in agricultural education than France—agriculture and horticulture have had a place in the course of public instruction for nearly fifty years. However, while we study the improvements made in educational matters by other nations, we need copy none. We should make our own models, as we have done before. At all events we can, without much difficulty, improve our rural public schools by adopting the kindergarten system for the lower classes, and manual education, which would lead to instruction in agricultural matters, in the higher classes.

In Sweden, Belgium and Germany the school garden forms an integral part of the rural public schools. It is not a garden which the schoolmaster keeps for pleasure or profit; it is a garden arranged with special regard to furnishing object lessons to the school. To the lower classes the garden furnishes nearly everything necessary for the object lessons in the kindergarten and also the playing ground, while the higher classes receive therefrom instruction in the growth and treatment of plants. The space occupied by the school garden depends upon the number of pupils. Commonly from one-half to one acre of good soil is considered to be sufficient for three or four classes, each containing from twenty to forty pupils. The garden is divided in four equal parts, of which one is devoted to a tree nursery, another part to the culture of vegetables, while the other two parts serve as an experiment station for raising the usual agricultural products and for growing fruit, ornamental and forest trees. In the school garden is always an apiary, a workshop, tool-shed, and at a remote spot we find the manure and compost heaps, screened by hedges and protected against drying winds, the sun's rays and showers. In regions where special crops are grown for commercial purposes, as, for instance, mulberries for the silk culture, grapes for wine making, hops, flax, tobacco, etc., sufficient space is assigned to these crops in order that the children may obtain an idea how they are raised. In laying out the school garden nothing is spared to make it inviting to the eye. Every available little spot is taken up by flowers and shrubs, so that blooming plants may be seen during the entire season. Each class has a certain hour of the day assigned to its own use in the garden, during which the teacher goes through the course of instruction on seasonable topics. The plan for the lessons in the garden is made up according to the calendar, which regulates the operations during the whole year both in-doors and out-of-doors. This schedule, however, is not unchangeable, but allows the teacher liberty to adapt it to the general instruction in the school and the agricultural requirements of the locality.

During the summer the treatment of trees, shrubs, flowers and small plants occupies most of the time allotted to the agricultural lessons, while the winter favors more the theoretical information, with instructions in those manipulations that are necessary for the performance of the various agricultural and horticultural operations, as, for instance, the leading processes of propagating plants and of grafting trees. When spring opens the work is begun by measures preparatory to all garden operations, viz., cultivation and manuring the soil, formation of hot-

beds, cold frames, seed beds, etc. Then follows the seeding, transplanting, pruning of trees, etc. During the summer months the growth and development of trees is slowly watched, and in case of need assisted by proper methods of culture. Especial care is bestowed upon the extirpation of all insects and parasites injurious to plants and trees. When the crops are ripe instruction is given on harvesting and preserving them during the winter. When the season is so far advanced as to exclude outside operations the winter course of instruction begins, treating on the management of farm animals, and all topics which have to be understood in order to be well prepared for next year's work. At the same time tools and implements are looked after, sashes and frames of hotbeds repaired, and the construction and use of the various implements explained.

Pupils thus instructed in nature's most wonderful workings become much more interested in the farmer's occupation, and, therefore, are much more inclined to adopt it. Experience in Europe has shown that children educated in public schools, with school gardens, retain for all time to come, even when embracing city vocations, an indelible taste for rural life and a predilection for plants and trees. There is no need for instituting "Arbor day" services in order to inculcate upon the younger generation the necessity of properly preserving the forests.

After having been convinced that agricultural instruction in our rural public schools would be highly beneficial, the question arises, How shall it be instituted? The French Act has only in view, "to supplement the work of the Agricultural Colleges." I do not deem this to be the right thing for us. We have to draw from our rural public schools not only the future farmers, but also men prepared to enter every avenue of business and public life; and therefore the better general education of children in the rural public school should not be allowed to suffer by the introduction of agricultural instruction.

Professor Groff advises that the students of the normal schools (our future teachers in the public schools) should be instructed in the elements of agricultural science. This should be done at once. But the establishment of a school garden requires the employment of a gardener, and an intelligent one at that, for several years to come. Such a man would be the proper person to initiate the pupils in the elements of practical gardening. Later on the position of instructor could be taken by the regular teachers, after they had been fully prepared for the work in the Normal Schools.—*New York Independent.*

POLLUTION OF PENNSYLVANIA WATERS.

BY HENRY C. FORD.

FROM the time when the Roman poet indited his famous ode to the Bandusian fountain, the praise of pure water has been the theme, not only of the admirers of nature, but more practically of those humanitarians and reformers who have at heart the good of mankind.

Those of my fellow Pennsylvanians who have floated as if in air over the Silver Spring of Florida, where the smallest object can be seen at a depth of eighty feet, or who have sailed on the crystalline waters of Lake Superior, must have been often saddened to think how the once clear rivers of their native State have become turbid and foul with the sewage of cities, the refuse of factories and sulphurous contamination of the mines, until those waters, once prolific in fish food, have in this respect become practically a desert, destructive to all animal and a menace to human life. To-day the Schuylkill above Reading is comparatively destitute of fish. They cannot live in the sulphur water that is constantly pouring from the mines, and which has destroyed not only the fish, but the crustaceans and other food on which they fed.

Though the sulphur water below Reading is partially eliminated by its passage over the limestone bed of the river, the constant washing of culm is fast covering the bed rock of the river with a black mud of putty-like consistence that stirred up by heavy freshets gives the water an inky hue as far down as Philadelphia. This with the sewage of twenty towns, the refuse of large manufactories, the washings from farm lands, and the dye stuffs from the great mills along the river, has transformed the Schuylkill into a huge sewer, the water from which has not only proved destructive to all ichthy-

ological experiment, but has probably given Philadelphia the greatest mortality from epidemic diseases of any city in the Union.

The Lehigh, another river subject to the inpouring of mine water, and the deposits of acids and refuse from an immense number of factories, is, if possible, in still worse plight than the Schuylkill, for from repeated experiments in fish planting, it seems that it is impossible for varieties transplanted from purer water to thrive therein.

The North Branch of the Susquehanna, with its largest tributary the Chemung, flowing from New York State through wide valleys of farm land, is more subject to inundating freshets than the West Branch, whose rainfall is better protected on the slopes of the Alleghanies by forests, that though considerably denuded still interpose somewhat to prevent a too sudden rush of waters from its tributaries into the main stream. The open character of the river below the junction of the two branches, its flow over rocky ledges, and its comparative shallowness, by providing a constant aeration of the water insures a purity of its constituent parts that is beneficial to the fish life contained therin. And yet this purity is becoming a thing of the past. The constant washing of culm as far up as the Nanticoke district, and which is continued below Sunbury in the steams running into the river from the Shamokin and Lykens Valley districts, together with the mine water discharged from these districts, has covered the bed of the river with coal detritus, and has filled it with sulphur water alike detrimental to fish and animal life.

At the mouth of the Juniata for two-thirds of the distance across the Susquehanna the water is clear and sparkling, the home of countless numbers of black bass and wall-eyed pike. For one-third of the distance from the eastern shore the water is of a milky character, strongly impregnated with sulphur, in which the angler will find no fish and which cattle refuse to drink. Its influence is felt below Harrisburg, and at times contaminates the water supply of that city.

The Delaware above its junction with the Lehigh probably contains the purest water of any large river in the State. Rising among the wooded spurs of the Catskills and running through a mountainous region, comparatively well wooded, its tributaries cold spring streams breaking through the mountains and traversing a country so rugged that but little farm land lies along them, the river is so cold and pure that trout are caught in it one hundred and fifty miles below its source.

Above all, there is but one town of any size above Easton that discharges its sewage into the river—Port Jervis, New York, a city of ten or twelve thousand inhabitants. With a stream of such purity, the natural water supply of a large city, it seems almost criminal that Philadelphia should seek its supply from the Schuylkill when it could take the Delaware above Easton. This river has yielded the best results of any in the State to the efforts of the Commissioners of Fisheries. The black bass are most numerous in the upper river. The stocking with wall-eyed pike or Susquehanna salmon has been signally successful, as also its annual planting with shad fry, with the successful introduction of the rock bass, white bass, calico bass and Atlantic salmon.

It is perhaps unfortunate that the preservation of the purity of the Delaware's head waters is beyond the jurisdiction of Pennsylvania, and must measurably depend upon the co-operation of the Forestry Commission of New York; though as it flows for nearly two hundred miles through the wooded highlands of Pennsylvania, our own Forestry Commission could ably supplement their work by preserving the forests along its banks, and on its upper Pennsylvania tributaries, the Bushkill, Lackawaxen, Shohola and Equinunk.

New York also controls the upper waters of the North Branch of the Susquehanna, and partially of the Allegheny. The head waters of the West Branch are entirely in the mountain regions of our own State. There are two causes that have probably done more to deplete our mountain streams of fish than any other. One of these is the running of saw-dust into the streams. This, packing on the bottom, ferments, and destroys not only the deposited ova of the fish, but also kills the different crustacea on which they feed. The other cause is the emptying of the piosonous refuse from tanneries. This kills all fish within its reach, and is little different from liming a stream.

There is a trout stream in Northeastern Pennsylvania that years ago was one

of the best in the State. A tannery was established on its banks, and the stream frequently ran almost white as milk with its refuse, utterly destroying all the trout in the stream. Finally, all the oak and hemlock having been cut from the neighboring forests, the tannery was dismantled—but the stream contained no fish. Since then several years' stocking by the Fish Commission has restored the stream. Knowing that these two evils could be remedied by legislation without interfering with the manufacturing interests involved, the Commissioners of Fisheries, in the legislative session of 1889, endeavored to secure the passage of a law making it penal to run sawdust or tannery refuse, acids, and deleterious matters into the streams of the State.

We represented to the Committee to which the bill was referred that New York State enforced this prohibition, and that it would be but little expense for the sawmills to burn their sawdust or for the tanneries to dig pits into which their refuse could leach away. The bill passed second reading, and was then referred back to the committee for reconsideration—and defeat. Another attempt on the part of the Commission in 1891 met a similar fate, as also an effort to prevent the flow of mine-water into the rivers.

Now, gentlemen of the different Commissions, who in the matter of pure water and undefiled streams have the best interests of our fellow Pennsylvanians at heart; if we endeavor to remedy this evil of impure water by single efforts, we will invariably be beaten. Like the instance in Æsop's fables, our opponents can break each stick singly; but if we unite in battling for pure water and unpolluted streams, we can win victory where we have heretofore experienced defeat, and we can feel in any event that we have done our duty to Pennsylvania.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, MAY, 1894.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

N. C. SCHAEFFER. - - - - J. P. McCASKEY.

FOR some years Supt. C. A. Babcock of Oil City, has laid stress upon the study of nature as a part of the school work. He has conceived the idea of celebrating a Bird Day similar in purpose to Arbor Day. The first Friday in May has been selected for the celebration, and a part of that day will be devoted to the reading of extracts from poets, and of essays recording the observations of pupils upon birds and their habits. It will be the first Bird Day, so far as we know, ever observed in the schools of America, and its influence must be to put an end to the barbarous relations between women and boys and birds. It will help to render impossible a repetition of the folly of enacting a Scalp Act under which, in eighteen months, at least $75,000 were paid by the counties for the destruction of birds which have since been proved to belong to the feathered friends of the farmer. The obnoxious law was repealed through the indefatigable efforts of Dr. B. H. Warren, of West Chester, and his associates. All honor to Supt. Babcock for the *new idea* of a Bird Day!

THE attention of the reader is directed to an article, found elsewhere in this number of *The Journal*, on the "Pollution of Pennsylvania Waters," giving an account of four great rivers in the Keystone State, and their fitness or lack of fitness for the uses of animal and human life. It was read at a meeting of representatives of the several Commissions and State Boards, held in the Supreme Court Rooms at Harrisburg, on Tuesday, April 17. Pupils, teachers and citizens need more information about the geography and resources of our State; and it is to be hoped that the combined labors of the several Boards and Commissions appointed by authority of the Legislature, will render accessible a body of knowledge that can be utilized in every school in the Commonwealth.

A BILL has been introduced in the Ohio Legislature providing for the ringing of a curfew bell in Ohio cities and towns at 9 o'clock at night, when all children under ten years old must leave the streets, and providing a fine for violation of the law. There are some, says the Pottsville *News*

Journal, who are disposed to regard such a law as harsh, but it is just the opposite. Carried out it will have a very beneficial effect. Such a law ought to be passed in every State. It does not interfere with anybody's liberty, and it will be the salvation of many children. Right here in Pottsville a law of that kind would work a reform. Scarcely a night passes that there are not hundreds of children on the streets when they ought to be at home under the parent's eye. If you doubt this assertion, stand on any street any evening and you will get all the proof you want. Hundreds of children under ten years of age throng the streets with no apparent object, with no business to take them there—only a wild desire for excitement and to get away from home restraint.

THE National Educational Association will hold its next annual meeting at Asbury Park, New Jersey, July 6th to 13th, both inclusive. Asbury Park and Ocean Grove have the same railroad station. They are separated by a small sheet of water known as Wesley Lake. The place is one of the most popular and most attractive on the coast. We have been going there every summer for the past twenty-one years, and hope to continue our visits for years to come. Its hotel and boarding-house accommodations are ample to meet all demands upon them. All members of the Association are promised half-rates at hotels on presentation of their certificates of membership during the meeting. A half-rate fare, plus the $2.00 membership fee, is allowed by the railroads, except from points within a hundred miles of Asbury Park, where cheap summer excursion rates are available. The tickets will be good to return until September 1st, if deposited with the Railway Joint Agent at Asbury Park during the meeting. Asbury Park is about forty miles from New York city. For Official Bulletin containing programme of the meeting, and full information regarding hotel charges and railway rates and routes, address the Secretary of the Local Committee, Mr. S. Sherin, Asbury Park, New Jersey.

GOVERNOR PATTISON has appointed a committee consisting of Secretary Edge, of the State Board of Agriculture; Hon. Eckley B. Coxe, of the Geological Survey Commission; Dr. J. T. Rothrock, of the State Forestry Commission; Dr. Benjamin F. Lee, Secretary of the State Board of Health, and Superintendent of Public Instruction Schaeffer, to take into consideration the interests of the departments which they represent in the question of forestry in the State, and to present to a conference of the various officers of the State Boards of the Commonwealth to be held in October a detailed report showing the condensed views of the committee on this question. It is intended that the report shall form the basis of a proposition to be presented to the next Legislature, which shall have for its primary object the creation of a law relating to the better care of the timber lands of the State.

A BILL has recently been signed by Governor Flower, of New York, which enables the board of education of the city of New York to retire on half-pay male and female teachers in the public schools of that city who have completed, respectively, thirty-five and thirty years of service as teachers.

OF all the arts of modern civilization, there is none more conducive to health and sobriety than that of good cooking. Our text-books on Physiology and Hygiene, occupying so much of a pupil's time and attention wherever the law in regard to instruction in this branch is faithfully observed, should contain a fuller statement of the principles which should guide the housewife in the preparation of meals for her family. Ill-cooked food begets dyspepsia, and uneasiness or distress in the stomach leads to the use of stimulants and narcotics, thus not infrequently defeating the very purpose for which the W. C. T. U. secured the passage of the Act requiring instruction in physiology and hygiene with special reference to the effect of alcoholic drinks, stimulants and narcotics upon the human system.

THE annual catalogue of The Pennsylvania State College, now being distributed throughout the State to persons desiring it, is an interesting publication of about two hundred pages. The institution exists under the appropriations made by the National government to the several states and under the liberal grants of the Commonwealth of Pennsylvania. The catalogue shows a prosperous year and a

remarkable growth of the college, during the past few years, along industrial lines. There are 316 students in attendance this year, pursuing eleven different courses; nine technical (scientific) and two general. Electrical Engineering attracts the largest number of students; Mechanical Engineering comes next, closely followed by Civil and Mining Engineering. Chemistry, Biology, Physics and Agriculture are also well represented. A number of graduate students are doing work along electrical and mechanical lines. There are forty-one in the corps of instructors. Courses in Mining Engineering and higher mathematics have been added during the past year. Full directions for preparing for admission to the college show that a good standard is maintained. Examinations for entrance are announced to be held in the leading cities of the State about August 27th.

"WILL you wholly abstain from the use of tobacco?" was the question which Bishop Andrews addressed to each candidate for the ministry who appeared before him at the Methodist Episcopal Conference that has been in session in New York for a week past. "I will," was the reply of each of the candidates. The Methodist is said to be the only denomination that exacts this pledge.

AT the spring meeting of the Montgomery School Directors' Association in Norristown the following, offered by Mr. Wm. McDermott, was adopted:

Resolved, That the Directors' Association of Montgomery county would recommend that the question of politics shall not, under any consideration, be made a test in the election of School Directors; and we further recommend the selection of ladies for the office of School Directors where ladies are found well qualified for such duties.

Mr. McDermott in offering the resolution advocated the election of School Directors by the popular vote of the district, and not by wards, as at present. A committee, consisting of Co. Supt. Hoffecker and the Borough Superintendent, was appointed to memoralize the next State Legislature to enact legislation for distributing the State appropriation, first, as at present, among counties on the basis of the number of taxables, and second, among the districts of each county on the basis of the number of school months, obtained by multiplying the number of months of the school session by the number of teachers employed. The association elected the following officers: President, James Sexton, Vice-Presidents, W. W. Potts and E. E. Quimby; Treasurer, R. F. Hoffecker; Secretary, F. W. Lockwood.

IN his recent work on "American History from an English standpoint," Prof. Goldwin Smith bestows this unstinted and heart-felt praise upon President Lincoln. "Abraham Lincoln is assuredly one of the marvels of history. No land but America has produced his like. This destined chief of a nation in its most perilous hour was the son of a thriftless and wandering settler, bred in the most sordid poverty. He had a strong and eminently fair understanding, with great powers of patient thought, which he cultivated by the study of Euclid. In all his views there was a simplicity which had its source in the simplicity of his character. Both as an advocate and as a politician he was 'honest Abe.' As an advocate he would throw up his brief when he knew that his case was bad. He said himself that he had not controlled events, but had been guided by them. To know how to be guided by events, however, if it is not imperial genius, is practical wisdom. Lincoln's goodness of heart, his sense of duty, his unselfishness, his freedom from vanity, his long-suffering, his simplicity, were never disturbed either by power or by opposition. To the charge of levity no man could be less open. Though he trusted in Providence, care for the public and sorrow for the public calamities filled his heart and sat visibly upon his brow. His State papers are excellent, not only as public documents, but as compositions, and are distinguished by their depth of human feeling and tenderness from those of other statesmen. He spoke always from his own heart to the heart of the people. His brief funeral oration over the graves of those who had fallen in the war is one of the gems of the language."

WE take pleasure in calling attention to the Philadelphia Zoölogical Gardens, and to the excursions for schools and societies, etc., which have been arranged for the spring and summer. The Gardens are situated within the precincts of Fairmount Park, on what was formerly the Penn estate. They are beautifully

located on the west bank of the Schuylkill River, near to the city, and are directly reached by rail. There are many noteworthy attractions at these Gardens. Large sums of money have been spent from time to time in bringing together collections of lions from Asia and the forests of Africa; tigers from the jungles of India; rhinoceros from Abyssinia; wild boars from the Hartz Mountains of Germany; grizzly bears, buffaloes, seals, alligators, monkeys, ostriches, orang-outangs, elephants, leopards, kangaroos, jaguars, wolves, deer, birds of many kinds, aquatic fowls in variety, from the swan to the tiniest duck. There has just arrived a large collection of animals recently purchased in Europe. It is the aim of the Society to make these excursions cheap, pleasurable, and instructive to both children and adults; they can also be made an item of financial interest to Sunday-schools, churches, societies, lodges, etc. The Gardens are open from 9 a. m. until sunset. Refreshments can be had at the large and well-appointed restaurant. For further information as to railroad rates and admission, address the Zoölogical Society, 35th st. and Girard Avenue, Philadelphia.

THE President of Princeton University, Dr. F. L. Patton, believes that many changes will take place in the methods of the Eastern universities. In an interview he said: "The athletic craze has gone far enough. While the fact that athletics tends to improve the morals of the college men when properly conducted is realized by the faculties of the Eastern universities, it is also a fact that in the fierce inter-collegiate contests there is required a degree of proficiency that cannot be attained without constant practice; consequently it is impossible to excel in studies and at the same time be a member of the football or baseball teams. It is a difficult problem for educators to solve. A thousand men cannot be controlled like schoolboys, but we are limiting the number of excuses which we accept for absence from classes. Yet we believe that the inter-collegiate contests are profitable. It is impossible to secure emulation, so necessary to the life of athletic undertakings, without inter-collegiate contests, but they should be conducted so that they would not require so much time as they do now."

Replying to a question concerning co-education, Dr. Patton said: "I am opposed to it. It is not necessary for me to state why I am opposed to it. There never will be any such thing as co-education at Princeton; it is impossible."

THE law allows any person liable to road tax, $1 for every four shade or fruit trees, of suitable size, transplanted to the side of the public highway on his own premises. The trees if elms must be at least 70 feet apart, if maple or other forest trees, 50, except locust, which may be 30 feet apart. The trees must have been set out a year, and be in good condition, and protected from animals. The abatement on tax allowed on trees thus transplanted shall not exceed one-quarter of his highway tax; and any person who shall destroy or injure any tree thus transplanted shall pay 50 cents for each tree.

THE engineer member of the State Forestry Commission, Mr. William F. Shunk, has prepared a large topographical map of Pennsylvania to accompany the report of the Commission to the next Legislature, which shows that the lines of equal temperature are identical with those of the growth of hemlock in the State. Mr. Shunk says this, more than anything else, indicates the character of the timber growth which could be profitably encouraged in certain portions of the Commonwealth.

THE veteran editor of the New York *Sun*, Charles A. Dana, the Nestor of the New York press, says: "Almost all books have their use; . but there are some books that are absolutely indispensable to the kind of education that we are contemplating, and to the profession we are considering; and of all these the most indispensable, the most useful, the one whose knowledge is most effective, is the Bible. There is no book from which more valuable lessons can be learned. I am considering it now not as a religious book, but as a manual of utility, of professional preparation, and professional use for the journalist. There is perhaps no book whose style is more suggestive and more instructive, from which you learn more directly that sublime simplicity which never exaggerates, which recounts the greatest event with solemnity, of course, but without sentimentality or affectation; none which you open with such confidence and lay down with such

reverence; there is no book like the Bible. When you get into a controversy and want exactly the right answer, when you are looking for an expression, what is there that closes a dispute like a verse from the Bible? What is it that sets up the right principle for you, which pleads for a policy, for a cause, so much as the right passage of Holy Scripture?" This also is a reason for reading the Bible in schools—that it is a teacher of English.

A RECENT correspondent of the London *Times*, who writes two long letters about the Canadian Northwest, says, among other things, that, speaking broadly, the young Englishman of the better classes who is sent out to the Northwest to be a farmer is not a success. English public-school life, he thinks, makes good soldiers or sailors, but poor farmers; for in farming it is not spirit and dash that count, but the steady pull. Thus the education of public-school lads is in some respects a hindrance to them as farmers; and, besides that, the quarterly remittances which most of them get are a positive injury. A good many of them recognize that, and stop other work as soon as their remittance comes, and promptly drink it all up, so as to have it out of the way. The correspondent thinks that if the "remittance-men" are to be sent to Canada, the extra ladies in their families should come along too, to exercise their better influence over them. "They will be as well employed," he says, "as in slumming or parish work at home, and they will be giving what the Northwest wants—something of England's best to leaven social life. One never meets in the West an English woman who is not a centre of wholesome and refining influence. It would, indeed, be a boon to the country if the same were true of every son of an English gentleman who goes to it." Reiterating his complaint against English public-school education, the correspondent says that "it creates a very strong desire to mingle sport with work in after-life, and often with the prominence, on the whole, given to sport. Conditions in the Northwest will not at present admit of thus mingling employment. It is the persistent worker who succeeds there."

A YOUNG man wrote to Dr. Oliver Wendell Holmes not long ago, propounding four questions, which are often asked of public men, and the distinguished poet's answers are not without interest for their conciseness:

My dear Sir: I must answer your questions, if at all, in my own hand, as my assistant is absent at this time.

1. A young man of good taste and good principles may safely go to see a good actor in a good play.

2. The best three books? The Bible, Shakespeare's plays, and a good dictionary, say Worcester or Webster.

3. To obtain "real success?" Real work; concentration on some useful calling adapted to his abilities.

4. Shall he smoke? Certainly not. It is liable to injure the sight, to render the nerves unsteady, to enfeeble the will and enslave the nature to an imperious habit likely to stand in the way of duty to be performed.

Yours very truly,

OLIVER WENDELL HOLMES.

STATE TEACHERS' ASSOCIATION.

THIRTY-NINTH ANNUAL SESSION.

THE thirty-ninth annual meeting of the Pennsylvania State Teachers' Association will be held at Media, Delaware county, Pa., July 3d, 4th and 5th, 1894. We have just received from Prof. L. S. Shimmell, Secretary of the Executive Committee, the following attractive programme:

PROGRAMME OF EXERCISES.

TUESDAY, JULY 3D.

10 A. M.—*Opening Exercises.*

Address of Welcome.—Congressman John B. Robinson, Media.

Responses—Supt. Thos. Farquhar, Bethlehem, and Prof. C. B. Cook, Chartiers.

Report of Wickersham Memorial Committee.

What can be Seen in Philadelphia—Col. J. A. M. Passmore, Philadelphia.

2 P. M.—*Inaugural Address*—Supt. Samuel Hamilton, Braddock.

Report of the Legislation Committee.

Forestry—Dr. J. T. Rothrock, West Chester, Phila.; Supt. G. W. Phillips, Scranton; Prof. H. B. Twitmyer, Honesdale; Prof. C. E. Kauffman, Tyrone.

8 P. M.—Evening session not yet provided for.

WEDNESDAY, JULY 4TH.

9 A. M.—*Elementary Science*—Dr. S. C. Schmucker, Indiana, Pa.; Supt. D. A. Harman, Hazleton; Prof. A. H. Gerberich, Williamstown.

First Steps in Reading and Language—Mrs. R. S. Pollard, Allegheny; Prof. J. L. Snyder, Allegheny; Miss Nannie J. Machrell, Pittsburg.

2 P. M.—*Place of Meeting and Nominating Officers.*

A Review of "The Committee of Ten"—Dr. E. T. Jeffers, York; Dr. Chas. De Garmo, Swarthmore.

Duty of Superintendents and Directors on Charts and School Apparatus—Supt. J. M. Berkey, Berlin; Prof. John Cessna, Altoona; Mr. John D. Goff, President Delaware County Directors' Association.

8 P. M.—*Banking in Kansas; How I found it, and how it left me*—W. O. Fuller, Rockland, Maine.

THURSDAY, JULY 5TH.

9 A. M.—*The Great Tendencies in Modern Education*—Dr. N. C. Schaeffer, Superintendent Public Instruction.

Physical Culture—Mrs. Louisa C. Preece, Minneapolis, Minn.; Prof. Albert D. Pinkham, Millersville.

School Hygiene—Dr. E. D. Ressley, Media.

2 P. M.—*Can and Should Agriculture be Taught in the Country Schools?*—Prof. John Hamilton, State College.

Drawing—Miss W. Seegmiller, Allegheny.

Needed School Legislation from the Directors' Standpoint—David F. Fortney, Bellefonte.

Patriotism—Prof. I. K. Witmer, Lansford.

The Music will be in charge of Prof. Jere March, Norristown.

OFFICERS OF THE ASSOCIATION.

President—Supt. Samuel Hamilton, Braddock, Allegheny county.

Vice-Presidents—Miss Jennie Knott, New Brighton; Supt L. E. McGinnes, Steelton.

Secretary—J. P. McCaskey, Lancaster.

Treasurer—David S. Keck, Kutztown.

Executive Committee—Supt. A. G. C. Smith, Media, *Chairman*; L. S. Shimmell, Harrisburg, *Secretary and Ticket Agent*; Supt. J. M. Reed, Beaver Falls; Supt. E. Mackey, Butler; and Prof. H. W. Fisher, Pittsburg.

Enrolling Committee—Supt. J. S. Walton, Chester; Prof. L. H. Watters, Media; Supt. M. J. Brecht, Lancaster; Prof. A. F. K. Kraut, Lehigh; Prof. J. H. Michener, Philadelphia.

Legislative Committee—Prof. M. G. Brumbaugh, Col. J. A. M. Passmore, Dep. Supt. J. Q. Stewart, Supt. Geo. J. Luckey, and Supt. D. S. Keith.

RAILROAD ARRANGEMENTS.

The Railroad arrangements have not been completed; they will appear in the June number of The Journal, as will also announcements pertaining to hotel and other local arrangements. Superintendents and teachers will please have this programme published in their county papers, and thereby help to make the Media meeting even larger than that at Beaver Falls. As the National Association will be held at Asbury Park, New Jersey, the week following, the teachers of Pennsylvania can easily attend both, with little additional expense to what it would cost to attend either alone. What more delightful thing could one look forward to than the "lay over" at Asbury Park from Thursday evening, the 5th of July, till Tuesday the 10th, when the National will open!

L. S. SHIMMELL,
Secretary Ex. Com. and Ticket Agent.

OUR HIGH SCHOOL COMMENCEMENTS.

IN human life there are two days that open the purse and make everybody liberal—one is the wedding day, the other the day of graduation. For each occasion the finest presents and the costliest apparel are purchased. Any and every bit of extravagance in invitations and congratulations is considered justifiable, because to the interested parties the future beams with hope, and the heart beats high with brilliant expectations and lofty aspirations. Each is the beginning of a new epoch in life. Just as the wedding day is the beginning of a larger and fuller life, so graduating day has been named the COMMENCEMENT *par excellence*, the eyes of the graduate being then directed not to the past with its trials and struggles and disappointments, but to the future with its possibilities of fame and glorious achievement.

Often the prospect turns the heads of the students as well as of parents and teachers. Since the High School is the people's college, and oftentimes the pride of the city, the public demands admission to the exercises for every taxpayer. Tickets of admission are issued in excess of the seating capacity of the opera house; and the Commencement has sometimes degenerated into a free show in which the street Arabs make themselves heard with their whistles, so that most of the essays and orations have been lost in a veritable pandemonium of noise and confusion. It were far better to limit the admissions to the number of comfortable seats, to insist on strict order and reasonable quiet, even at the risk of incurring the ire of the general public and the criticisms of the dissatisfied taxpayer.

What is to be gained by the celebration of a Commencement day? Its glory and its tinsel are soon over; what influence, therefore, can it exert upon those who are still at school, as well as upon those who are about to commence the struggle of real life?

It is possible to graduate a student in order to get rid of him. In a school district not to be mentioned in this connection, the young men migrated to other towns in search of work. Their sisters remained, and not wishing to appear so old as they happened to be, they continued to attend the High School year after year, studying the same branches,

preventing those in the lower grades from being promoted because there was no room above. The principal suggested graduation as the easiest solution of the problem. On the first Commencement day there was a clearance that made room for promotions from the grammar grades.

If the seniors are graduated on the basis of attainments, and not because the school authorities desire to get rid of them, the diploma is a token of proficiency. The youth who finishes a good High School course acquires materials, instruments and habits of thought that make him all his life the superior of a much brighter boy whose training and development never carry him beyond the grammar grade.

To bring the mental faculties under the control of the will so that a person can remember with facility and accuracy, and concentrate all the powers of his mind upon the point under consideration, is surely a consummation greatly to be wished and an end of discipline for which there is no more appropriate token than a diploma.

At the University of Cambridge in England, the man who comes out first in the tripos examination is known as the Senior Wrangler. The fact of graduation at the head of the class not only gives him a Fellowship at the University, but secures for him an honorable place among the scholars of the United Kingdom. It is an inspiring study to trace how the graduates of a good High School rise one after another into prominence in the civil, literary, or financial world.

The diploma is of chief value for those who do not possess it. It supplies a goal that is of inestimable value in the training of the will.

There are three stages of growth in the development of the will. If you place anything in the hand of a child it is immediately moved to the mouth, because in the first nascent stage of the will, the motive to action is the gratification of self. Sometimes the rich man's son who thinks of nothing except the enjoyment of himself fails to rise above this stage. It is a curious fact that all the bank presidents of New York were at one time country lads. This fact can be explained by reference to the effect of rural life upon the will. The youth who follows the plough when he thinks the afternoon's sun has been pinned to the Western sky is not acting for the gratification of self, but he denies himself for the sake of a goal in the shape of a harvest at the end of the year.

This second stage of will development is teleological. The will denies self for the sake of an end to be accomplished. When graduation is fixed before the eye as a goal to be reached at the end of three or four years' study, it lifts the individual to a higher stage of will development.

The highest stage is reached when the will comes under the inspiration of the idea of right. The individual then ceases to ask about consequences. If a line of conduct is right, it is followed regardless of consequences. The tests of school life, the examinations for graduation, should train the will to honesty of purpose and right conduct, even at the expense of individual preferment or class standing.

Thus graduation becomes a powerful instrument for promoting the growth and discipline of the will. Real success in life depends far more upon the will than upon any other mental faculty. Or as Schopenhauer says, "Man is one-third intellect and two-thirds will." From this point of view the diploma is of incalculable value for the undergraduates, since it aids in fitting them to win in the struggles of later years.

THE GOOD WORK GOES ON.

THE corner-stone of a new building at the Clarion State Normal School was laid by Gov. Pattison on Tuesday, April 10th. In spite of the inclement weather, the chapel was crowded both in the afternoon and in the evening. J. W. Reed, Esq., delivered an address on behalf of the Trustees. Principal A. J. Davis read a history of the school. Gov. Pattison delivered an address in which he emphasized the importance of developing the powers with which each student is endowed. Deputy Supt. Houck closed the afternoon exercises in his characteristic happy vein.

In the evening addresses were delivered by President J. D. Moffat, of Washington and Jefferson College, and State Supt. Schaeffer. The former pointed out some of the dangers to which the common schools are exposed, and the latter spoke of triumphs of the teacher in other days and under less favorable circumstances.

The Governor was received amid the booming of cannon, and the exercises closed with a banquet in the spacious

dining hall of the Normal School. From Clarion the Governor and his party went to New Castle. Wherever the train stopped, the children and citizens received him with demonstrations of respect and enthusiasm. At New Castle the children of the public and parochial schools to the number of 3500 assembled upon the public square, where they listened to short addresses by the Governor and the State Superintendent. The scene brought to the mind of the writer a conversation of two decades ago. Several Americans accompanied the Mayor of Berlin on a visit to the exercises in the Victoria Schule. On the way home he related how, the day before, he had visited schools in the company of the great Field Marshal Von Moltke, and how, at the close of the exercises, the aged general, in German fashion, clapped his hands upon his knees and exclaimed: "These boys are the hope of the Fatherland; they will never allow its enemies to wrest from it one foot of territory." As the review ended, the pupils waved hundreds of flags and all felt like exclaiming: "These pupils are the hope of our country; they will never let harm come to the land of the Stars and Stripes, the home of the brave and the free." After the children had saluted the Governor, they made room for the citizens. Then the Shenango Valley Hospital, in all respects a model structure, was dedicated with appropriate exercises.

On Thursday, April 12, the Shakespeare sub-district school in the Twentieth Ward of Pittsburg was dedicated. The school, which is built entirely of Ligonier granite from Westmoreland county, is situated in one of the most picturesque spots in the East End. The main entrance, a huge stone archway, fronts on Shakespeare street. In the rear of the building is another beautiful entrance which leads in from Aurelia street. The building contains ten large rooms, including all the modern improvements and appliances for heating, ventilating and for filtering the water used by the pupils and teachers. The floors were made of selected maple, and all the inside finish is in hard wood. It will indeed be difficult to find a rival to this building anywhere in the wide world. It is a monument to the wisdom and management of Dr. T. D. Davis and his colleagues on the Local Board. There was a time when Supt. Luckey found it necessary to defend the Local Boards in the erection of suitable buildings. Now the people urge the erection of magnificent buildings—each ward striving to excel the other in providing school facilities for its children.

Pennsylvania has two metropolitan centres of population—one at the junction of the Schuylkill and the Delaware, and the other at the confluence of the Allegheny and the Monongahela. In the former centre has sprung up a University counting its buildings by tens, its instructors by hundreds, its students by the thousand, and its endowment by the million.

Pittsburgh and Allegheny have the basis for a similar University life, on Observatory Hill and in connection with their Carnegie libraries. It is to be hoped that at no distant day the rich men in this thriving centre of population will realize this possibility, and that the educational forces at the head-waters of the Ohio, embracing every interest from the Kindergarten to the high school and the college, including the schools of medicine and theology, will be welded together into a grand movement, resulting in a University life that shall rival anything on the banks of the Delaware.

PUBLIC SCHOOLS.

THE Public Schools and Religious Education was recently the subject of the discourse by Rev. Dr. Henry Berkowitz, before the congregation Rodeph Shalom, in Philadelphia. He cited the fact from Jewish history that, as early as eighty years before the Christian era began, a sage of Judea, Simon ben Shetach, had set up the principle that popular education is the best strength of a nation. Being a brother to the reigning Queen, Salome Alexandra, and one of her chief councillors, he was enabled to carry out his doctrine, and established high schools in all the cities of the realm.

By the year 65 of the Christian era this principle had gained such ground in Palestine that Joshua ben Gamala, the High Priest, expanded its application so as to provide schools in every village for youth from six years of age upwards, and make attendance a compulsory duty. These enactments were nearly 2000 years ago. Since then public education has never ceased in Israel. But for the crushing spirit of mediævalism many of the prob-

lems of civilization would long since have been solved by this people.

The intellectual snob cries out against what he calls "the cheapening of knowledge," protests that "a little learning is a dangerous thing," and with other ambiguous platitudes would set up an aristocracy of the intellectual. One might expect such views in the atmosphere of despotic Russia, and yet they are not infrequently heard in liberal America. The social snob patronizes private schools, pays the school tax grudgingly, and maintains that learning is not good for the lower classes; it makes them discontented. Public education is the only safeguard of the age against arrant anarchism. The religious snob is another who in these days lifts up his voice against public education as propagated by our public schools.

Dr. Berkowitz reviewed the history of the public schools. They have been provided to educate for citizenship. The State owes to itself this duty, each citizen being a sovereign, the ballot his sceptre. The Jews are enthusiastically in favor of the public schools. Their children are everywhere prominent in these schools. The Israelites resent the charge that the schools are godless. They feel that the public school is the grandest gift which America has given to mankind. Its humanizing, moralizing, uplifting influence is astounding. The commingling of all races, classes and creeds, by its friction, produces the highest manliness through American fair play. Practical religion is the outcome of the punctuality, industry, kindliness and other virtues fostered by the public schools. The enemy of the public school is the foe of the State.

THE MODEST HERO.

NOT since the death of Henry Ward Beecher has Brooklyn had so grand and imposing a funeral as that of General H. W. Slocum, who bore such a distinguished part in the thrilling drama of the Civil War. General Slocum was a simple man of retiring life, although always prominent in civil as well as military affairs; but the splendor of his war record made him one of the greatest of Brooklyn's citizens and certainly the most noted of her soldiers. Consequently there was an imposing military funeral. The body of the General was carried with due military honors from his spacious but plain mansion on Clinton avenue to the Church of the Messiah, and thence, after the religious services, to Greenwood Cemetery. The parade of soldiers and veterans after leaving the church passed the General's house, marching to the music of a dirge. A vast crowd thronged the streets, and everywhere along the line of march flags were displayed at half-mast or draped with mourning on the front of private houses. General O. O. Howard and staff were there to represent the United States Army, and the members of General Slocum's old staff were also present. There were, besides delegations from many organizations and corporations to which General Slocum belonged, committees from the Legislature, and men prominent in every line of noble effort.

Rev. Charles R. Baker read the Episcopal service, and Rev. Dr. R. S. Storrs, the distinguished Congregational divine, preached the sermon. He spoke of the contrast between "the great and brilliant General of armies, as our friend was for a series of years, and the quiet, unostentatious, always unassuming citizen and friend whom we have familiarly known. I remember," he added, "to have been much impressed by this one summer day nearly a year ago, when General Slocum, in one of the last conversations I had with him, did me the honor to ask and to urge me to give an address at Gettysburg at its approaching anniversary of the great and fateful battle there fought. The address was impossible, but the interview I gratefully recall. It seemed almost incredible at the time that the modest, friendly and unassuming gentleman, who sat so quietly talking in my library, should be the great leader who, with forces suddenly diminished, had held the right of the national army with unflinching steadiness to the perilous edge on that day; with whose fame the world resounds, who had recaptured positions already torn from him by overwhelming numbers, and had contributed so grandly to the ultimate triumphant success.

"But so it was always when one met him on the street or any social or festive occasion. The glamour of a great past was upon him, yet beneath it he was simple as if unknown. He, who had fronted the grimmest and fiercest perils of war with an undisturbed pulse, and at whose command batteries had opened and armies had been launched on their victor-

ious and destroying way, was still our helpful neighbor and cordial friend. Yet even this contrast of past and present positions before men was not so remarkable as was that between the moral and personal qualities shown in the camp or amid the uproar of battle, and those appearing in subsequent domestic and social life.

"Men could harldly believe sometimes that the daring, energetic, invincible leader, fiercely aggressive, with flashing intuition and trained intelligence, and with an utterly unconquerable persistent courage, was the same man in whom what was gentle, gracious, playful, affectionate, came so constantly into view at home and in society; the grasp of whose hand was so cordially welcomed, whose eye was so kindly, whose voice had in it the musical pathos of such serene sympathy; who was so fond of children and friends, of books and of home; that one who had been stern and terrible on occasion should present himself to all who knew him in later life as among the most lovable and delightful of men.

"But the contrast was not real. It was only apparent. Always there are two aspects of a great character. Strength and beauty are joined in it, as sparkling fountains issue singing from rock recesses, as delicate blossoms charmingly appear on craggy cliffs."

EXHIBITION OF SCHOOL WORK.

TO TEACHERS OF PENNSYLVANIA.

THE Pennsylvania State Teachers' Association will meet in Media, July 3d, 4th and 5th, 1894. The Executive Committee of the Association has made arrangements for the holding of an exhibition of school work. It is desirable to get the best work from the different sections of the State. If any school or system of schools excels in certain lines, it will be profitable to the other schools to have such work on exhibition. Exhibitions of school work are educational. While comparatively few teachers take time to examine all carefully, yet all that go through the exhibition building get some ideas which are germs to bear fruit in the entire community from which the teacher comes. Let there be a generous response, so as to make the Media meeting and exhibition the best in our history.

The exhibit should comprise written work in primary, grammar, and high schools. Products from the Kindergarten, Manual Training, and Sloyd schools should be included. Class and special work in form and drawing, botany, language, geography, literature, history, reading, etc.; can be shown. When certain methods have produced great interest or excellent results, or when certain devices have helped teachers to overcome difficulties, it is profitable to the profession to learn of these matters.

Ungraded schools in Pennsylvania are making great strides in methods. The results are, in many cases, equal to the best work in graded schools. The Committee desires that the exhibition shall include work from these schools. County Superintendents can urge the teachers in their best schools to send work. A room will be retained for the exhibition of ungraded school work.

The rooms in the Media public schools will be fitted for the exhibition. Applications for space should be made to the Chairman of the Local Committee, Principal Leon H. Watters, Media, Pa., giving character and extent of work. Wall and table space will be provided. To secure uniformity in grade work, the terms, First Year, Second Year, etc., should be used. The work should be the product of the last school year. The Association will pay local expenses, such as carting from station, placing the exhibits, etc. The parties preparing the exhibits pay freight to and from Media. Exhibits should reach Media on or before June 25th.

Kindly write to some member of the following State Committee your intention to exhibit: Supt. Addison Jones, Chairman, West Chester; Mrs. M. E. Van Wagonen, Forbes Avenue, Pittsburg; W. W. Rupert, Pottstown; Jos. F. Barton, Shippensburg; J. H. Shroy, Doylestown; J. F. C. Sickel, 637 N. 40th St., Philadelphia; C. S. Davis, Steelton; or E. L. Kemp, East Stroudsburg, Pa.

Supt. A. G. C. Smith, chairman of the executive committee of the State Association, has appointed the following local committees:

Enrollment Committee.—Supt. Charles F. Foster, Chester City, chairman; Supt. R. F. Hoffecker, Norristown; Supt. William H. Slotter, Doylestown; Miss Hannah A. Sears, South Chester; Mrs. R. H. Verlenden, Darby; Miss Ellen Gilbert,

Wayne, and Miss Mary L. Dunn, Haverford.

Exhibit Committee.—Leon H. Watters, Media, chairman; Supt. John I. Robb, of Bryn Mawr; Miss Elizabeth Lloyd, Langhorne; J. A. Clarke, Berwyn; Miss Mary P. McFarland, Marcus Hook; Miss Laura B. Smith, Chester, and Miss B. Emilie Groce, Lansdowne.

Souvenir badges will be presented by the Delaware county teachers to each member of the State Association in attendance. The badge Committee is already at work. It consists of Miss Louisa Stern, Haverford; Miss Celia A. Simpson, Clifton Heights, and Prof. J. C. Hockenberry, of Chester. Let us have a grand meeting at Media, and the Association on adjournment be transferred bodily to Asbury Park for the National Convention which will be in session during the following week.

NEW SCIENCE HALL.

THE Mary Thompson Science Hall of Westminster College, New Wilmington, Pa., was dedicated with appropriate exercises on Tuesday afternoon and evening of March 6. The story of its erection is given by the Pittsburg *Commercial Gazette* in the following words:

"S. R. Thompson, A. M., professor of physics in the college, and his wife, are the friends who have generously built and equipped Science Hall. A few years ago a daughter, an only child, died. The parents, desiring to erect some enduring memorial to their daughter, chose this means of doing it. They donated to the college $20,000 to be used in the erection and equipment of the building dedicated yesterday. A memorial stone bearing the words "The Mary Thompson Science Hall" is in the hands of the mechanics, and will ultimately be placed over the entrance to the hall. The donation lifted a heavy burden from the shoulders of the trustees, who were planning to provide this very thing for the College."

The new hall contains rooms for the museum, for the departments of physics, electricity and microscopy, and for practical work in photography and in the manufacture of apparatus. Several years ago the trustees gave Prof. Thompson fifty dollars' worth of tools and materials, and at the end of the year he and his students had supplied the laboratory with apparatus which according to catalogue prices was worth over eleven hundred dollars. So far as the writer knows, there are in America but two machines for measuring the hourly growth of a plant. One of these is at Harvard, and the other is in the laboratory of Westminster College.

During the dedication exercises Rev. Dr. W. S. Owens gave an interesting account of the progress of the College in recent years; Prof Thompson described the plan and uses of the Hall; State Superintendent N. C. Schaeffer discussed the mission of the Denominational College in Modern Education; and President Ferguson read letters from distinguished alumni and friends of the institution. The audience went to their homes fully convinced that the principal educational institution of Lawrence county has entered upon an enlarged career of usefulness and prosperity.

"FIAT" MONEY.

THERE are people who seem to think that the government can create money or, as it is sometimes said, make "fiat" money. This is the form of a Latin verb, which means "let it be made," or "let it be done," and the word is used as though to *command* were the only thing needed. The folly is that of the boaster who "can call spirits from the vasty deep," and it is properly answered in the reply, "Why, so can I, and so can any man, but will they come when you do call them?"

The country once had sad experience of such money. During the Revolutionary War the United States and the States, having no coin, and practically no credit, began issuing "fiat" paper money. This was issued in such quantities, and so depreciated in value, that it was a common expression to speak of a thing having little value as being "not worth a continental," meaning a piece of Congressional paper money. Prices rose enormously; gold and silver disappeared from circulation. A barrel of flour cost $1575. John Adams paid $2000 for a suit of clothes. As an illustration of the value of "fiat" money, the following copy of an original bill of sale, made in Philadelphia in the year 1781, will be read with interest:

COL. A. M. MCLANE Bo't. of WM. NICOLL.
1 pair boots . . . . . $ 600.00

6¾ yds. Calico at $85 per yd	573.75
6 yds. Chintz at $150 per yd	900.00
4½ yds. Moreen at $100 per yd . . .	450.00
4 handkerchiefs at $100	400.00
8 yds. quality binding at $4	32.00
1 skein of silk	10.00
	$2965.75

If paid in specie, £18, 10s.

That is, $2965.75 in "fiat" money was worth £18, 10s., ($92.50) if paid in gold coin. We cannot afford to cheapen our currency.

NINETEENTH ARBOR DAY.

THE two Arbor Days appointed by Governor Pattison resulted in the planting of many trees, the writing of many editorial paragraphs or more extended articles, and in directing to the planting of trees the thought and conversation of many, both old and young. It may be of interest to speak of the day at the school nearest to us, and indeed it is that of which we know most at the present writing.

The programme arranged for the Spring Arbor Day April 13th, was one of the best that have been given at the Lancaster High School. Dr. J. T. Rothrock, late a professor in the University of Pennsylvania, and now State Commissioner of Forestry under the law passed at the last session of the Legislature, made an interesting address to the schools. He was followed by Dr. N. C. Schaeffer, who came from the extreme western part of the State to be present here. The two feet of snow that had fallen within the preceding three days were not favorable to tree-planting, but the pupils planted their hundred and twenty-five trees a few days later. The music, both vocal and instrumental, was greatly enjoyed by everybody. Prof. Thorbahn wrote an Arbor Day March especially for the occasion. Both orchestra and chorus did their work well. The beautiful show of plants and flowers was from Mr. H. W. Schroyer's greenhouses. The following is the programme of the day:

Reading and prayer . . . . . Rev. J. T. Satchell.
Chorus, "The Monarch of the Woods." . . . . . *Cherry.*
Chorus, "When I Come." . . . . . *Folksong.*
Chorus, "The Scout." . . . . . *Campana.*
Instrumental, overture, "Poet and Peasant." . . . *Suppe.*
High School Orchestra.
Reading, "Arbor Day Proclamation of Governor Robert E. Pattison." . . . . . Mary Rose.
Chorus, "Wandering in the May Time." . . . . *Glover.*
Recitation, "The Relief of Lucknow." . . . . . *Lowell.*
Oliver J. Smith.
(The schools sing "The Campbells are Coming" and "Auld Lang Syne.")
Instrumental, "The Tower of London." . . . . *Geuman.*
Members of Orchestral School.
Address by Dr. J. T. Rothrock, Commissioner of Forestry of the State of Pennsylvania.
Chorus, "A Spring Song." . . . . . *Pinsuti.*
Chorus, "Bid me Good-Bye." . . . . . *Tosti.*
Recitation, "The Song of the Camp." . . . . . *Taylor.*
Harold F. Diffenderffer.
(During this Recitation Schools sing "Annie Laurie.")
Instrumental, Arbor Day March (1894). Carl Thorbahn.
Members of Orchestral School.
Address by Dr. N. C. Schaeffer, State Superintendent of Public Instruction of Pennsylvania.
Instrumental, Overture, "Oriental." . . . . . *Thomas.*
High School Orchestra.
Chorus, with Double Quartette, "The Swiss Girl" *Linley.*
Chorus, "In the Golden Eventide." . . . . . *Pinsuti.*
Chorus, "The Good Shepherd" . . . . . *Barri.*
Doxology, "Praise God from Whom All Blessings Flow."

Chorus Singing by the Schools, under the direction of Prof. Carl Matz, Instructor in Vocal Music in the High Schools.

High School Orchestra—First Violins, Benjamin A. McComsey, Donald G. McCaskey, Walter A. Miller and Howard W. Fry; Second Violins, Eugene A. Heim, F. A. Werkheiser and William P. Ostermayer; Violas, J. S. Thorbahn, Walter S. Mellinger and Harry C. Bolenius; Bass, Walter E Leonard; First Flutes, Arthur H. Ball and A. W. Bolenius; Second Flutes, Oliver J. Smith, B. F. Saylor and James F. Gable; Clarionets, Thos. Thorbahn and Leon G. Dodge; Cornets, Lewis K. Knight and George W. Cornelius; Drum, George W. Leonard; Piano, Fanny Thorbahn; Leader, Prof. Carl Thorbahn, Instructor Instrumental Music in High Schools.

In introducing the programme of the afternoon, Mr. J. P. McCaskey, the principal, spoke much as follows:

REMARKS OF MR. McCASKEY.

It was our purpose to plant a hundred and twenty-five trees to-day, but the event of the week has been the snow-storm. That grand storm deserves to take precedence even of Arbor Day, and the trees must wait until the Spring returns. We are well content to celebrate to-day indoors, when we consider that the necessity which compels it has afforded a scene of such wondrous beauty as that of Wednesday morning last. Just below us, on the street, there rises a shapely tower which we think the finest thing in Lancaster; but on that morning there stood by it a vision of supernal beauty, that made one forget church and tower, in the grand elm, near a century old, weighed down in every long sweeping branch and gracefully pendent twig with its weight of fleecy snow. It stood a dream of loveliness. Not in the lapse of nearly fifty years that we have known and enjoyed it has it ever been so much "a thing of beauty." Petrified in that perfect shapeliness and purity, its fame would soon be world-wide. He was a public benefactor who planted that elm-tree three generations ago.

The work of tree-planting is going on in Lancaster as never before. Everywhere the trees have been planted in large numbers, without regard apparently to the item of cost or the wishes of those upon whose grounds they are placed, but with the single purpose to have them well planted. They don't grow much, it is true, or show frequent signs of life in leafage, bud or blossom. But bark and limb gone, and root and top cut away before planting, what better

result can be expected? Telegraph poles! Many of them were once noble trees; all are now unsightly "sticks!" But they have one good use, along with others, in the suggestion they give of the atmosphere of the forest from which they came, and the susurrus of the pines as the summer breeze swells and dies away among their branches.

This Arbor Day will be memorable to us in the presence upon our programme of two distinguished names, those of Dr. N. C. Schaeffer and Dr. J. T. Rothrock. The former is the executive head of the vast Common School System of Pennsylvania, a man of broad scholarship, wise purpose and untiring energy, a worthy leader of a million souls in the work of general education. Dr. Rothrock is our State Commissioner of Forestry, a gentleman who is believed to be the best botanist and the most enthusiastic and efficient advocate of Forestry in Pennsylvania. He is equally at home in the woods, on the sea, in the town—a many-sided man, as modest as he is capable, to whom, if his life be prolonged, Pennsylvania will owe a debt of gratitude that will not be forgotten in many generations. I once heard it said of him by a friend who knew well his mastery of woodcraft: "Dr. Rothrock could take his bow and arrows and live in the woods like an Indian; and if he didn't have them, he could make them, and then use them." University professors of this sort are not found everywhere.

We have also with us two other strong men, but these we have seen before—Professors Carl Matz and Carl Thorbahn. Somebody has said that "music is the fourth great want of our nature, the first three being food, clothing, and shelter." This want these masters can supply; and, to those who can and will receive, it is worth living in this High School, if for nothing else than to be truly in touch with the spirit of their work.

We thank these four good men for the fine programme of our nineteenth Arbor Day.

The following is a report of the Arbor Day remarks by Dr. J. T. Rothrock, Commissioner of Forestry in Pennsylvania·

DR. ROTHROCK ON ARBOR DAY.

Less than three centuries ago, in the providence of God, our ancestors fell heirs to a land which was not only well-watered and fertile, but well-wooded. It is fair to say that on the Eastern slope of the continent there was no second area equal in size to Pennsylvania, which possessed resources so varied and that bid fair to last so long. So rich was our inheritance that we felt we could never come to want or see the end of our resources. American extravagance has become a by-word among other nations, and Pennsylvania is in no respect behind others in the sisterhood of States.

But already, practically seventy-five per cent. of our State is destitute of real forest growth, and to meet the wants of a rapidly-increasing population we are now importing lumber. Not only this, but from about an eighth of the land which we have cleared we have so exhausted the fertility that it can no longer be made remunerative in agriculture. In at least one county of our State we have the word of the President Judge that the barren hillsides are being deserted by their population because they can no longer wring a living from the impoverished lands.

Thus far mankind has derived its food from the soil, or the water. In the State House of Massachusetts there hangs a figure of a codfish, to indicate that from the sea that great Commonwealth derives a large part of its support. Our waters are practically barren, and our strength must come from the soil. I desire now to leave a question with the young people of Lancaster. It is this: If on the one hand, we double our population in about thirty years, and if, on the other hand, we continue to make so much of soil poorer every year, how will those who come after us obtain a living? Bear in mind, that when you render the soil incapable of producing a crop, you cut off the head of the State. Thirty years and more ago our nation's life was in danger. From the hillsides of Pennsylvania more than two hundred thousand brave men poured down to save the country, that your lives might be peaceful, happy and prosperous. I know you love the dear old flag around which so many of us rallied. I know that there is not a boy or girl before me but thinks the red, white and blue of "Old Glory" are the very brightest and best colors that fly in the breeze of any land. Its ample folds mark the thousands of school houses where you are taught to become good men and women and patriotic citizens. But you are now called upon to save the State from wasting its strength and from becoming weak and poor, when it should be strong and rich. God never allowed a child to grow up to be a citizen without providing something for him or her to do for the public good. Every citizen should in some way aid in making every acre of the State as productive as it can be made. Of all things, a useless soul and a useless acre are the most useless. I call upon you young people here, who are thinking already what you will do when you grow up, to resolve that you will be patriots, and help make the land in which you live as near a paradise as you can. You will be wiser if you begin at once to do some good thing. Here is a chance. Every tree that is planted helps to save water for the uses of the people. It helps to restrain the floods which destroy life and property. It helps to keep the air in pure condition for you and your associates. It helps to moderate the climate so that crops may grow and fruits mature.

If then you plant a tree you increase the

wealth and strength of the Commonwealth, and at the same time you aid in husbanding its resources. Is not this a worthy work? But it is so small a thing, you may say! True, but life is made up of small things. How many really great things can any one do? The great acts of any man's life are few. It is the multitude of small deeds which makes life important.

Nebraska was once almost a treeless area. Now it is a well-wooded state. This is almost entirely due to the Arbor Day planting which Secretary Morton started a score of years ago. His example has spread from state to state, until over almost the entire Union a day is set apart every year for the purpose of tree-planting. European countries are taking up with the idea. It has spread to the isles of the ocean. If we except Christmas and Easter, there is probably no anniversary more widely celebrated than Arbor Day. Of course the date must vary with the country. In our Southern States, February 22d, the birthday of Washington, is often selected as Arbor Day.

I desire especially to call attention here to a mistake too often made in connection with Arbor Day: this is the planting of foreign, instead of native trees. It is now well known that no foreign species except possibly the Eastern plane-tree is so long lived as the corresponding native species. As between foreign and native trees, then, give the first place to our own species. In the country, as in smaller towns, nothing is better than our white oak, a native elm, or a sugar maple. Do not plant the silver maple. It is too weak to support its own enormous growth. It must be cut back. This opens the way for decay, and just when your tree should be in its prime it is in the stage of decay.

Reforms mature slowly. See with what infinite persecution the Emancipation problem was worked out! Before our land became in deed and in truth "the land of the free," every hamlet received its baptism of blood and every citizen felt the drain upon his finances.

The great Temperance reform has grown from contempt into respectability, and before you young people are in the prime of life you will see under restraint the monster of Intemperance, which brings untold agony into thousands of homes. So it is with the Forestry problem. We are now passing from the period of destruction to the period of restoration. Hardly a State in the Union but is concerning itself with this great reform. Pennsylvania has earned a first place as a pioneer in the movement. In my travels over the country I see on all sides the signs that a reformation is at hand. When I was a lad I never saw or heard of planting a tree in a school-yard. Now, in the remotest parts of the State, I see growing in school yards the trees under whose ample branches the children of the next generation will play.

A thriving sweet-gum tree, commemorating our first Arbor Day, stands upon these grounds, bearing the honored name of Elnathan Elisha Higbee, a late distinguished citizen of Lancaster. Let it perpetuate his name and his good deed for a hundred years as our first Arbor Day Superintendent. He was once a teacher in this school, and a noble portrait of the man hangs here always before you. He it was who, as State Superintendent of Public Instruction, began the great educational work of Arbor Day in Pennsylvania. In an eloquent address on "Arbor Day with the Children," he inaugurated, April 16th, 1885, upon the spot where I now stand, the semi-annual observance of a day which is yet to take rank with the few important dates in our educational annals. And I am told, that on each recurring Arbor Day in Spring or Fall, this school remembers Dr. Higbee, and plants its hundred or more trees.

To Governor Pattison, an honest man, belongs the honor of having at once approved the purpose of Dr. Higbee, and of having himself suggested the passage of a joint resolution by the Legislature, formally authorizing the appointment of a day. This resolution was introduced into the Senate by Hon. A. D. Harlan, of my own county of Chester, who was chairman of the Committee on Agriculture, and into the House of Representatives by Hon. Leonard Rhone, of Centre county, both gentlemen being deeply interested in whatever pertains to scientific agriculture and the well-being of the State. The first Arbor Day proclamation was therefore issued by Governor Pattison, as also the tenth, which has just been read in your hearing by one of the young ladies before me. Six of these annual proclamations have been issued by Gov. Robt, E. Pattison, the remaining four by Gov. Jas. A. Beaver, who is also an enthusiastic lover of trees and advocate of all that Arbor Day implies.

I look on the hopeful side of things. The world has constantly been, in the main, becoming better fitted for the prosperity and comfort of men. It is the natural order of evolution. It is not too late to restore our forests on land where nothing but trees will grow. It is not too late to make our roadsides, our school-yards, our swamp land and our barren ridges eloquent witnesses of God's willingness to help us beautify our living places, and perpetuate the prosperity of our Commonwealth. You may never command armies, or thrill a listening nation by your eloquence; but you may at least, each one of you, leave a thrifty, growing tree, or more than one, to show those who follow that you were unselfish enough to labor for the benefit of posterity that you may never see. You may, at least, exemplify the noble justice of leaving the world in as good condition for the prosperity of your children as you found it for yourselves. All this you may do by simply planting a tree, which will grow while you sleep and

draw its strength and its long life and large usefulness from the sunshine and the storm, costing nothing, "harming no one, blessing every one and pleasing God." Will you do it?

Suppose each child in the State of Pennsylvania between the ages of five and seventeen years, plants a tree which grows to a mature size. Put these all together at fifteen feet apart, and you will have a forest of eleven and a half square miles. That means 7360 acres of forest, good, productive forest! Each acre of such forest can, in the growing season, give back to the air about *fourteen thousand five hundred* (14,500) *tons* of water by evaporation or transpiration. In other words, as the result of planting one tree for each school child of to-day there might be distilled back into our air, from this eleven and more square miles of forest area each growing season, more than *one hundred millions* (106,720,000) *tons* of water.

Now I want to ask you if you know what that water does up in the sky. It destroys the frost which kills your crops. That is, each one of you here who plants a long-lived tree of a kind that may grow to large proportions, will, when it has grown to middle size, be placing away up there in the sky over seventy tons of water each year which is to help protect and produce the grain on which your grand-children will live. Indeed, it may be, you will find when you are done with earth that you have placed something in the sky of more importance still. You know that to "love your neighbor" is half of the Divine command. Will you plant a tree somewhere this year?

Dr. N. C. Schaeffer, State Superintendent of Public Instruction, spoke much as follows:

DR. SCHAEFFER ON ARBOR DAY.

In a forest not far from the University of Tübingen stood an ancient oak tree that was known as "Die Dicke Eiche." From the size of its trunk it was supposed to be over a thousand years old. Under its shade the early Germans may have gathered previous to their conversion to Christianity. Under its spreading branches the Druids may have initiated youths into the mysteries of their organization. Against its trunk Crusaders may have rested on their return from the Holy Land. The tree certainly witnessed the outbreak of the Reformation, and the cruel scenes of the Thirty Years' War, that resulted in the peace of Westphalia and led to religious toleration in the Fatherland. It survived the bloody wars of Frederick the Great, the terrors of the French Revolution, and all the vicissitudes of history from the rise of Napoleon Bonaparte to the final fall of his dynasty in the Franco-Prussian War. When at last a mighty storm blew it over, the forester to whose circuit it belonged is said to have shed tears; and crowds of students and peasants visited the spot where the giant oak lay stretched upon mother Earth. The remarks that were made, and the poems that were written, served to show how the affections of the heart and the associations of other days may cluster about a tree.

It is, indeed, difficult to conceive of any object better adapted to carry the associations of school days than a class tree. It will continue to grow upon the spot where it was planted, whilst those who planted it are scattered over the globe in the pursuit of fortune or in the struggle for existence. As it grows in size and spreads its branches, those who named it may be growing in fame and affluence; but they come back to repose under its shade, and to think of earlier and happier days in which the future was radiant with hope, and the heart had not been soured by disappointment. The houses in which our childhood was spent, have been modified according to the fashions of the day; the carpets and the furniture have been renewed; but the trees under which we played have been spared, and the ground upon which they stand is hallowed by memories of the innocent sports of childhood and by the recollection of joys which seem like a bit of heaven to earth vouchsafed. The animals, in imitation of which we skipped and gamboled, went on all fours; but the trees, with their crowns pointing skywards, were like the Gothic arches in the village church, and resembled the worshipers with their faces directed towards heaven.

Sentiment, however, is not the only motive that should impel us to plant trees on Arbor Day. How many people in Lancaster city depend upon the industries whose principal raw material is wood? Carriage factories in this city sell, we are told, from fifty to one hundred buggies per week. Over five hundred families, it is claimed, gain their subsistence from the carriage factories, the planing mills, and the other industries that turn upon wood-work. The hickory east of the Alleghanies is said to be better fitted for spokes and wheels than the growth of other regions. If this claim is founded on fact, it will at no distant day be a serious question whence some of our industries shall obtain the wood that is needed to keep them in operation.

At the close of the war our forests of hemlock in Pennsylvania appeared to be inexhaustible. The largest tanneries in the world grew up in the northern tier of counties. Raw hides are now imported from South America and Australia, the supply from our Western prairies being insufficient. The tanners of to-day gather their bark from a territory more extensive than the whole of Bradford county—in fact, equal in area to three of our smaller counties. The magnificent specimens of hemlock trees—some of them at least—which supply the bark for these tanneries, may have been saplings when Columbus erected the cru-

cifix in the New World. Certain it is that the conditions are wanting for the reproduction of these hemlock forests. Where is salvation to be found for our large tanneries? The experiments in France and Germany show that new forests of oak can be reproduced, and a fair crop of bark obtained once in ten to thirteen years.

In the Province of Ontario a text-book on agriculture, approved by the Minister of Education, has been introduced into the public schools. The last chapter treats of the cultivation of forest trees for shade, ornament, and protection. The principal uses of forests are specified.

1. They are sources of timber, lumber and fuel.

2. They modify the climate during the heat of summer by making the days cooler and the nights warmer; retard the evaporation of water from the soil, and, without increasing the aggregate rainfall, cause its more even distribution throughout the year.

3. They affect the salubrity of climate not only by causing a more even temperature and a more even rainfall, but also by absorbing carbonic acid gas and exhaling oxygen during the hours of daylight.

4. The presence of forests influences the steadiness of the flow of water in streams and rivers, thus tending to prevent destructive floods and spring freshets.

5. In cold climates forests are of immense service as a protection against cold winds, which freeze out winter crops in cold places and cause snow to accumulate in drifts in the highway.

One word, in conclusion, as to the planting of trees. An Italian proverb says, "Where the sun cannot enter, the doctor must." Trees should not be planted too thickly or too near our dwellings and our school-houses. The trees on a part of our large College Campus have destroyed the grass by excluding the rays of the sun. It is a lesson that should be taken to heart in planting trees upon the beautifully located grounds of the Theological Seminary, which is now nearing completion in the vicinity of the College, and upon the public school grounds throughout the Commonwealth.

The editor of the Lancaster *New Era*, who always enjoys these Arbor Day programmes, says:

In speaking of the proceedings consequent upon the celebration of Arbor Day at the High School on last Friday, the following paragraph was used by the reporter: "If a thousand of the best people in Lancaster could have heard this programme they would know more about our High School and its value as a factor in the better life of our city." It is a thousand pities that the thousand people spoken of were not present. If they had been, we believe they would have seen and heard that which would have given them new views concerning this, the highest exemplification of the free-school system among us.

We do not propose to speak in detail of what was said and done on that occasion. All this has already been done in our local columns, but we cannot resist the temptation of adding a few additional words of commendation. The exercises of Arbor Day in this school serve to bring out one feature of the work done here which is never fully seen at any other time. We allude to the musical side of the school curriculum. This, as is well known, embraces both vocal and instrumental music. The latter must be exact and scientific; the former, from the necessities of the case, and from the limited time given to it, not so much so. But the result, nevertheless, seems to be most satisfactory. The foundation at least is laid, and that, perhaps, is all we have a right to expect under the circumstances. The system pursued may not turn out Pattis and Jenny Linds, but the numerous selections rendered on Friday were not only most acceptable, but of a high order of excellence. We have more than once gone to the Fulton Opera House to listen to the rendition of a high-priced musical programme which was far less satisfactory than the free concert offered by the pupils of the High Schools to our citizens without money and without price.

"ARBOR DAY IN LANCASTER."

We take from the West Chester *Local News* of April 16 the following note from Dr. J. T. Rothrock to the editor of that live newspaper:

Editor News: Rain or shine in Lancaster they have a successful Arbor Day. If the tree-planting cannot be done on the day appointed by the Governor, because of excessive inclemency of the weather, it is done just the same on the first suitable day afterward. The one hundred or more trees are bought by the Boys'-High School, and they plant them. This they have done nineteen times. There is something inspiring in the thought—two thousand and more trees planted in all, if we have caught the idea correctly, by the Lancaster High School. The day is a red-letter day in Lancaster's calendar. It is made memorable for a whole year, and finally lost sight of only because the one which follows is likely to be as good or better than the previous one. It is like a real old world jubilee among the boys and girls. There is music in which the whole school may join, and does, and an orchestra which under the splendid direction of its leader makes you feel the exceeding power of harmony. Recitation and music are combined with such effect that the hardiest sinner present can scarcely keep the tears out of his eyes, as he wishes he was a boy again and had to begin life with the young people there. How much better he would be and how much more of worth to the world he could do! Yes, the school gets out of the day all there is in it, not only tree-planting,

but a royal good time. And as the writer remembers the glorious march composed by Prof. Carl Thorbahn for the occasion, the chorus and the orchestra led by Prof. Carl Matz, the inspiring words of Profs. Schaeffer and McCaskey, he comes home rejoicing that he was there to make new resolves for better work the coming year, and thanking the young people for the fresh, full hope he received in Lancaster. J. T. R.

OFFICIAL DEPARTMENT.

DEPARTMENT PUBLIC INSTRUCTION,
HARRISBURG, May, 1894.

A NEW blank form for the Annual District Reports will be mailed from the Department of Public Instruction to the Secretaries of the several school boards. Under the head of "Expenditures" it will be observed that two additional items are called for, namely, "School text-books" and "School supplies other than text-books, etc." The attention of Superintendents is called to this fact in order that they may return for correction to the proper officers, any report that has not been made on the new blank.

Superintendents will please note this change and see that no Annual District Report is forwarded to this Department which does not conform strictly to the requirements indicated in the prescribed form.

Superintendents will carefully verify the reports and itemize both the receipts and expenditures by placing the several items in the "Superintendent's Column," according to the directions given on the opposite page, and see that items and totals are correct in all cases. Trouble and delay can be avoided by carefully observing the directions given.

NORMAL SCHOOL EXAMINATIONS.

THE annual examinations of the several State Normal Schools will be held this year as follows:

June 4th, 2 p. m.

West Chester.—Principal Geo. M. D. Eckels, and Superintendents Wm. H. Slotter and John I. Robb.

June 11th, 9 a. m.

Ediboro.—Principal E. O. Lyte, and Superintendents John F. Bigler and H. C. Missimer.

Mansfield.—Principal C. L. Ehrenfeld, and Superintendents F. B. Mylert and Asa S. Keeler.

Kutztown.—Principal James Eldon, and Superintendents G. W. Weiss and F. D. Raub.

June 13th, 9 a. m.

Slippery Rock.—Principal M. G. Benedict, and Superintendents N. C. McCollough and George J. Luckey.

June 18th, 9 a. m.

Bloomsburg.—Principal D. J. Waller, and Superintendents Joseph M. Arnold and C. D. Oberdorf.

East Stroudsburg.—Principal George M. Philips, Superintendents T. B. Harrison and George W. Phillips.

Millersville.—Principal A. F. Maltby, and Superintendents D. H. Gardner and R. K. Buehrle.

June 20th, 9 a. m.

Lock Haven.—Principal J. P. Welsh, and Superintendents B. C. Youngman and Miss Anna Bodler.

Shippensburg.—Principal Geo. P. Bible, and Superintendents W. F. Zumbro and C. J. Potts.

California.—Principal A. J. Davis, and Superintendents J. M. Berkey and B. E. Tombaugh.

June 26th, 2 p. m.

Indiana.—Principal Geo. B. Hancher, and Superintendents J. W. Leech and W. M. Jackson.

Clarion.—Principal S. H. Albro, Superintendents H. M. Putnam and J. M. Hughes.

ITEMS FROM REPORTS.

BEDFORD.—Supt. Potts: East St. Clair has let the contract for a new house in the Acker district. The educational meeting held at Everett was a grand meeting. Dr. N. C. Schaeffer spoke on Friday evening and Saturday morning. The schools are closing and we feel that a successful term of work has been done. Many teachers pass from the school room to become students elsewhere. The different State Normals will be largely attended.

BERKS—Supt. Zechman: Three local institutes were held during the month at Boyertown, Gibraltar and Albany, respectively. The two former were very well attended. We held fifteen local institutes this term.

BLAIR—Supt. Wertz: Most of the schools in the rural districts have closed with gratifying results. Some of our teachers have gone to State Normal Schools, and many others will follow this laudable example at the expiration of their school terms. The directors of Antis township are to be complimented on their good judgment displayed in remodeling the school-house at Elizabeth Furnace. It has been made practically a new house at a nominal cost.

CAMERON—Supt. Herrick: Local institutes were held in Sterling Run and Castle Garden. These meetings were well attended by patrons and teachers. Interesting questions were discussed.

CHESTER—Supt. Walton: Our schools are improving in their English. The written

expression of the child's thought in all grades can now be inspected in over half of our schools. An abundance of mechanical composition work is done in nearly all the schools. The school library at Franklin in West Nantmeal township is one of the largest and best in the county. Directors are beginning to see that ten dollars per year for each school, wisely expended in books, is an investment for posterity.

CLARION—Supt. Beer: During the month nine examinations for graduates in the common school course were held; fifty-six elementary school diplomas were granted. During the present term I visited two hundred and thirty-nine schools.

CLEARFIELD—Supt. Youngman: Eight local institutes were held during the winter. The interest in these meetings is well sustained. A number of our leading teachers are taking steps toward opening summer schools in favorable parts of the county. The text-book question is giving them much trouble. Schools are rapidly closing for a six months' vacation, in which to digest and assimilate the knowledge gained from books and teachers during the winter.

CLINTON—Supt. Snyder: Two local institutes were held, one at Wayne, the other at Charlton. Both were well attended, and considerable interest was manifest. Several evening entertainments have been given by the schools of Beech Creek for the purpose of raising money to start a library. They have been well patronized. The schools generally have closed, and the work done has, on the whole, been creditable.

FRANKLIN—Supt. Zumbro: Our county lost the services of an excellent teacher in the death of Miss Bertha Kate Rhodes, of Antrim district. Miss Rhodes was an enthusiastic, energetic and progressive teacher, a graduate of the C. V. S. N. S., and a most exemplary young lady; her death is mourned by all who knew her. The schools of the county, outside the boroughs, are nearly all closed. The term has been a good one, the work of the year being generally satisfactory.

GREENE—Supt. Stewart: An unusually large number of teachers will attend school this summer. Many have gone to State Normals. The colleges at Waynesburg and Jefferson report increased attendance; and there will be schools for advanced pupils and teachers at Carmichaels, Taylortown, Jacksonville, Clarkville, Hamilton's Schoolhouse, and the Joint Schoolhouse—all to be taught by teachers of skill and experience, and each having the prospect of a large attendance.

INDIANA—Supt. Hammers: The course of study for the ungraded schools of the county is going into use rapidly. The verdict of our best and most progressive teachers is that it insures a higher percentage of attendance, more and better work on the part of pupils, and that it disposes entirely of the vexed question, "neglected branches." During the month examinations have been held in different parts of the county for pupils who have completed the course. The work submitted by pupils for this purpose compares favorably with that of applicants for provisional certificates, itself a potent argument in favor of a graded course.

JUNIATA—Supt. Marshall: The district schools are closed. During the last school month the attendance was seriously affected by the wide-spread prevalence of measles. The work done has been satisfactory. We have many excellent teachers, earnest, honest workers, who have done nobly. If a teacher fails, either wholly or in part, after being supported by the various agencies necessary for a successful school, we are certainly running too great a risk to employ that teacher again. Two well attended and successful local institutes were held during the month. The one held at East Salem was characterized by lively, interesting and instructive discussions. Dr. M. G. Brumbaugh addressed the meeting Saturday afternoon, and in the evening lectured on "Education and the Community." As the institute held at Johnstown was so near the close of the term, the teachers deserve great praise for the lively interest they manifested. Although institutes were held at points convenient for all teachers in the county, some failed to avail themselves of the advantages.

LEBANON—Supt. Snoke: With a few exceptions all our schools have closed, and the work of another term has become history. Upon the whole, commendable progress has been made. A class of six was graduated from the Myerstown high school. The members of the class acquitted themselves creditably.

LEHIGH—Supt. Rupp: During the month we lost two of our directors by death. Mr. Levi Werley, of Weisenburg, was stricken down by paralysis and died suddenly. Mr. Jonas Wetzel, the Secretary of Upper Milford, fell a victim to that dread scourge of our climate, consumption. His illness dated from the beginning of November. Many of our schools closed with the end of this month (March).

LYCOMING—Supt. Becht: Examinations for common school diplomas were held, March 17th, in different parts of the county. The questions were prepared by the Superintendent, sealed, and sent to the appointed examiner to be opened on the morning of the examination in the presence of the teacher and class assembled. The papers and grades were examined by a committee of the Teachers' Exchange. As a result forty diplomas were awarded, Four district institutes were held during the month, and all were very well attended.

MIFFLIN—Supt. Cooper: Most of the schools in the country districts have closed. Longer terms, good, conscientious school officers, and practical teachers well paid, are the chief essentials to the success of our schools. Too many persons are ambitious

to enter the profession of teaching at too young an age; others have long since reached "the dead line" and would benefit the public by retiring from the work.

NORTHAMPTON—Supt. Hoch: Our schools, with few exceptions, were kept open on Washington's Birthday and Good Friday; in many of them the former was observed by appropriate exercises. Our six-month schools have closed. I hope that all our teachers who can possibly do so will spend their vacation at one or other of our Normal Schools.

NORTHUMBERLAND—Supt. Shipman: The local institute held at Montandon was well attended by the teachers of Chillisquaque and Point townships, but not so well by the teachers of Delaware, Lewis and Turbot townships. A large audience was present in the church at every afternoon and evening session. Supts. Johnson, of Union county, and Goho, of Milton, were present and did good service. All teachers present came prepared to do the work assigned them. During the month of March I made fifty-eight visits among the schools of the rural districts, most of which close about the end of March. The attendance of the last two or three weeks of the term averages from one-third to one-half of the whole number enrolled. The numerous changes of residence about April 1st greatly affect the attendance. I believe it would be better to begin the six-month terms earlier, and thus bring the schools to a close about the middle of March.

POTTER—Supt. Bodler: A local institute was held at Ulysses. It was the best of its kind held during the year, and the teachers of the vicinity are deserving of credit for their efforts. There were present some of Tioga county's successful teachers, whom we gladly welcomed, especially since they readily took part in discussions and debate. An institute was also held at Costello, but the invitation was received by the Superintendent too late to attend. The contract for building a schoolhouse at Cross Forks, Stewardson township, has been let; it is to be a four-room building, two stories high.

SCHUYLKILL—Supt. Weiss: I held a very successful local institute at Leib, in Eldred township, February 9th and 10th. The large church was filled to overflowing, and many were turned away for want of room. Dr. J. N. Kieffer delivered the address of welcome, and Dr. A. R. Horne and Supt. Henry Houck made the evening lectures, and favored the institute with day instruction. The teachers themselves did excellent work by entertaining the institute with addresses, essays and class drills. Local talent furnished good music. The exhibits of school work reflected credit on teachers and pupils. The people were much interested in the meeting, and in spite of the almost impassable condition of the roads, many traveled for miles to attend the day and evening sessions. On February 16th and 17th, a successful local institute was held in Valley View, Hegins Township. The weather was intensely cold, the sleighing excellent, and for miles around the people flocked together to be entertained and instructed—and they were not disappointed. Prof. A. C. Rothermel and Supt. Henry Houck were the evening lecturers, and also did efficient work as day instructors. The special drills by pupils and teachers of Valley View and Heginsville, in connection with the evening exercises, were enthusiastically received by the audience. Good music was furnished by local talent. Teachers of the county and directors favored the institute with addresses, recitations and class drills. The exhibits of school work were creditable alike to pupils and teachers. On Saturday evening, on account of the large concourse of people, the institute had to be divided. Two rooms were filled to overflowing; and Supt. Houck had to address both audiences. The people of Ringtown and the three Unions were out in large numbers to attend the Ringtown institute, February 23d and 24th. The citizens manifested unusual interest, and notwithstanding the very cold weather people traveled several miles to be present day and evening. Supt. Houck and Prof. H. C. Krebs were the evening lecturers, who also, with Prof. S. F. Krebs, assisted as day instructors. Teachers, directors and citizens of the county aided us by giving class drills, reading essays, and delivering addresses. The large hall failed to accommodate the people, and hundreds had to be turned away. The exhibits of school work were fine. On March 2d and 3d, a very good institute was held at Orwigsburg. The roads were bad, yet people came from miles around, and hundreds failed to gain admittance to the spacious hall. The special drills by pupils and teachers of Orwigsburg were very entertaining. Supt. Houck and Prof. A. C. Rothermel delivered the evening lectures, and also did excellent work as day instructors. Supt. Houck, in his lecture of Saturday evening, held the vast audience interested to the close, and all were anxious to have him continue. Teachers, citizens and directors took an active part in the meeting, favoring the audience with addresses, recitations, essays and class drills. The school exhibits were fine, as was the music rendered by local talent.

SNYDER—Supt. Bowersox: Nearly all the township schools close in March. Many closed with commendable exercises, such as exhibitions, musical entertainments, etc. All these meetings were well attended by the citizens; only one feature, not entirely praiseworthy, crept into some of these exercises, namely, the "darkey performance," long since relegated to the past. It is to be hoped that our patrons will demand from their teachers and pupils such exercises as shall stimulate the literary power rather

than excite a desire for low-grade amusement.

SULLIVAN—Supt. Meylert: I find in my visits to the schools that very few of our districts have complied with the recent law relating to out-houses. I intend soon to issue a circular letter to all the school boards in the county upon the subject.

SUSQUEHANNA—Supt. Gillett: For the first time in the history of this county there will be but few, if any, summer schools. In many districts the old custom will be abandoned with much reluctance; but it is hoped and believed that the advantages of a continuous term will be so evident as to secure the hearty approval of all.

VENANGO—Supt. Bigler: The directors of Allegheny township built a fine school-house last fall and are holding the first term of school in it this year. They have well-equipped houses, every school-room in the district having been papered this year, In many respects they afford a good example for other townships to follow.

WARREN—Supt. Putnam: A local meeting of teachers was held each Saturday during the month. The attendance and interest were much better than was the case at the same places last year. The meetings were crowded at every session and all took an active part. Evening sessions were held at Sheffield and Garland. At Springfield a debate furnished considerable attraction. Pupils of the schools in each place took part in the way of recitations, etc. At Sugar Grove the teachers of the Sugar Grove Seminary joined with the public school teachers in rendering a very entertaining programme. At the meeting in Clarendon the directors were out in force and by timely remarks contributed to the success of the meeting. In February local institutes were held at Columbus, Goodwill Hill, Scandia and Russell. The teachers of the several localities manifested a lively interest in the work. The patrons and pupils attended in large numbers and the educational sentiment in each locality was successfully aroused. These meetings are especially valuable in awakening the public interest and leading the people to take an active part in the discussion of school questions. The new laws and decisions were explained and many present-day topics discussed.

WAYNE—Supt. Kennedy: The new school-house at Gouldsboro Station is one of the finest buildings in the county. It contains two rooms besides the basement, and will accommodate one hundred pupils. It is heated by a furnace and is well ventilated. Two new school-houses were built in Buckingham township during the year and are now in use. Ten local institutes were held during the winter.

WESTMORELAND—Supt. Ulerich: During this month a very successful institute was held under the auspices of the "Principals' Round Table of Westmoreland." It was held in the chapel of the Greensburg Seminary and was attended by many of the teachers from the adjoining boroughs and townships. Interesting and profitable addresses were made by many of the Principals and teachers.

BRISTOL—Supt. Booz: Twenty-two books have been added to the library; among them Quick's Educational Reformers, Painter's History of Education, Greenwood's Principles of Education Applied, De Guimp's Pestalozzi and his Work, Herbart's Science of Education and Dr. Rice's Public School System of the United States.

HAZLETON—Supt. Harman: The Schumann Lady Quartet of Chicago, assisted by Miss Jennie D. Shoemaker, an accomplished Delsartean, recently closed a series of eleven concerts and entertainments given under the auspices of the high school. They were greeted by a large and appreciative audience, and they fully sustained their high reputation. The high school has now sufficient funds to make the last payment on the handsome Sohmer piano, purchased a few months ago. Their next object is the increase of the library fund.

HAZLE TWP. (*Luzerne Co.*)—Supt. Mulhall: Sickness among the pupils interfered with our attendance this month. Among the many helpful factors in advancing the cause of education, there is none, I think, more important than good, live district institutes. In this respect we have been eminently successful. Our programme has been practical, the teachers as a rule have shown commendable promptness in entering into all discussions touching the progress and welfare of our schools; and the benefits thus derived from the experiences and opinions of each other have had an elevating influence upon the whole corps.

HUNTINGDON—Supt. Benson: On the 17th of March we held a borough institute which brought together fifty teachers from this county, with a few from Bedford and Blair. All told, about seventy-five teachers were present, some having come a distance of fifty miles by rail. On the evening of the 16th Dr. N. C. Schaeffer lectured for us on "The Value of Childhood." Dr. Eckels, of Shippensburg, and Dr. M. G. Brumbaugh, of Huntingdon, followed with short interesting talks. The chapel of the Juniata College was crowded with an appreciative audience, and all returned home highly pleased. The institute which followed on Saturday was well patronized. The high school room was filled during both sessions and many excellent discussions given on important school topics.

NANTICOKE—Supt. Miller: An interesting institute was held in our High School room, commencing Friday evening, March 2d, and closing Saturday afternoon. On Friday evening, Dr. Schaeffer delivered a lecture on "The Value of Childhood," before a large and interested audience. On Saturday, the teachers were addressed by Dr. Schaeffer, Profs. Wm. Noetling, Geo. P. Bible, and W. H. Detwiler, and Supts. Jas.

M. Coughlin, Irving A. Heikes and J. A. Dewey.

NEW CASTLE—Supt. Shearer: Our schools continue much crowded, there being 500 more pupils in attendance than during the same month last year. The Board is considering the advisability of building two new houses. The 22d of February was observed by appropriate exercises. While at first some may not have agreed with the State Superintendent's recommendation, surely none who have tried celebrating the day by appropriate exercises would ever wish to do otherwise. In this way I believe much can be done to develop patriotism. The following list of subjects taken from the High School programme, will give a general idea of the rest: "The American Flag;" "What is a Minority?" "Washington's Character;" "Washington as a General—as a Statesman;" "Lincoln at Gettysburg;" "Statesmen of the Day;" "What Women Have Done;" "The Little Hatchet;" "Washington's Boyhood;" "Great Events of History;" "Anecdotes of Washington;" "Washington's Farewell Address."

SHAMOKIN—Supt. Harpel: Miss Richardson, of New York, spent several days with us, inspecting our work in drawing and giving instruction before our Teachers' Institute. The evening schools have closed. The year's work we think successful, but it is to be regretted that more of our boys do not take advantage of these schools.

SUNBURY—Supt. Oberdorf: School work is moving smoothly and pleasantly. The increased attendance and better class work, since the adoption of the new rule by the the Board abolishing final examinations, is proof of the fact that it was a movement in the right direction. Pupils who were formerly irregular in attendance and inclined to play truant, are among the most regular now, knowing that an average of less than 90 per cent., unless caused by sickness or contagious disease in the family, will subject them to an examination. Teachers are also more careful in marking pupils, and parents are thus furnished with a more correct statement of the work done by their children. Our School Board did not make vaccination compulsory in order to remain in school, as a borough ordinance passed last August requires all residents to be vaccinated within six months. They did, however, urgently request parents to see that all school children were properly vaccinated, and but few now in our schools have failed to attend to that duty, probably not 5 per cent. of all the pupils of the borough. Our school term will end June 7th.

TITUSVILLE—Supt. Crawford: Two of our primary teachers have been granted leave of absence to attend Normal Schools. Miss Maud E. Porchall goes to New Britain, Conn., and Miss Mabel Cram to the Cook County Normal. We expect to be much benefited by their study, as they are both enthusiastic teachers.

EDINBORO' NORMAL SCHOOL.

DECISION AS TO ELECTION OF TRUSTEES OF STATE NORMAL SCHOOLS.

THE following opinion of the Hon. Chas. H. Noyes, Presiding Judge in the 37th Judicial District, May Term, 1893, in the Court of Common Pleas of Erie county (in Equity), J. C. Wilson, et al. *vs.* C. O. Scrafford, is important in settling certain mooted questions connected with the election of Trustees of the State Normal Schools:

The learned Master has performed his arduous duties with excellent judgment and marked ability. I find no reason to differ with him upon any question affecting the result, and but for the importance of some of the legal questions, we might confirm his report without comment.

As was shown in McLeod *vs.* Central Normal School, 152 Pa. St., 575, the Act of 1857 did not create normal schools, nor lay down a scheme for their government. It contemplated the establishment of institutions by private promoters, with such fundamental organization as they should adopt. If certain qualifications, in respect to buildings, and appliances for teaching, and by-laws and rules fitted to carry into effect the provisions of the act, were found by the inspectors, the school was to be adopted as a State Normal School, and after such acceptance the by-laws and rules cannot be changed without the consent of the State Superintendent of Public Instruction. Act 1857, Sec. 7, P. Dig., 302, P. L., 136. Act 1875, Dig., 305, P. L., 151. The provision requiring the election of trustees by the "stockholders or contributors" is not a definition of the qualification of voters, but refers us to the fundamental law of the particular institution to learn whether it is a corporation having stockholders or a voluntary association. If the former, the right to vote by shares is limited by the act.

The Normal School for the twelfth district, which was adopted Jan. 26, 1861, was at the time a corporation, incorporated by decree of this court May 8, 1856, by the name of the Edinboro Academy, and its charter was amended Aug. 3, 1857. By the charter and amendment we find that it has a capital stock of three thousand dollars, with power to increase to six thousand dollars, divided into shares of the par value of five dollars each, and that each shareholder is entitled to one vote for trustees, regardless of the amount of stock held by him. Certificates are directed to be issued to "all persons who have subscribed or who may hereafter subscribe and pay money for the purpose of building an academy in said borough," or to the heirs or legal representatives of such persons, which are to be transferable on the books of the corporation.

The right to vote, therefore, is limited to stockholders, and the stockholders are those who have subscribed and paid not less than the value of one share to the building of the academy in Edinboro. This was not changed by the general normal school laws, nor was it by the special act of 11th April, 1863 (P. L., 338). The word "contributors" in the first section

was unhappily chosen, but it plainly means contributors having the right to vote. It cannot be broadened in meaning without conferring the suffrage without limit upon every contributor, however trifling the amount, or to whatever temporary use. Such a construction would introduce endless confusion, as indeed such misconstruction has done in the history of this ill-fated institution. The same may be said of the second section of the act of 1873 (P. L., 1874, 442), for unless the language of this section is held to be qualified by the clear intent manifested in the first section, and by the uniform language of the charter and previous laws, it is entirely without limit. One who has given ten dollars for a display of fireworks, or to treat each student to beer, if such a thing were imaginable, has a perpetual right to a voice in the management of the institution, transferable at pleasure, and which devolves upon his personal representatives at his death. The founders of the Edinboro Academy were not very wise in draughting their articles of association, but they were wiser than to attempt to distinguish between contributors by any shifting standard of comparatlve merit. They ordained that the right to share in the management should be restricted to contributors whose contributions went with a fund to be permanently invested in real estate for the use of the institution. The legislature has not manifested any design of changing this provision of the charter, and it should not be implied without clear necessity. The learned Master was therefore right in holding that subscribers to the "library fund" were not entitled to vote, as well as in his exclusion of the votes of transferees of subscribers of less than the value of a share of stock.

The charter limits the amount of the stock of the corporation to three thousand dollars, and the capacity of the corporation to increase it to six thousand dollars. The evidence does not show any formal increase of the capital stock, yet the books show that there was subscribed for the academy at least the amount of the original capital, and for the additions necessary for its adoption as a normal school, and to increase its usefulness as such, some fifteen thousand dollars more, for all of which certificates have been issued. Whether the stockholders and the corporation can be regarded as having increased the capital stock informally by their acts and acquiescence; whether the act of Oct. 30, 1873, authorized the issue of stock without limit, and while leaving the old stock unaffected, raised the par value of stock issued after its passage to ten dollars; or, whether all the stock in excess of the limit in the charter is illegal and not entitled to share with the legal stock in voting for trustees, are questions which, happily, do not arise on this record. This corporation, in which the whole capital is a charitable trust fund, in which the so-called "stockholders" have no pecuniary interest whatever; in which the "stockholders" are not members of the corporation; and vote per capita and not by shares; instead of perpetuating its succession by some expedient for admitting new members such as would be adapted to a corporation of this kind, has adopted the method appropriate to business corporations organized for the profit of the corporators, in which self-interest is the only law, and dividends the only object, and from this cause, as it seems to me, many of the troubles flow, which have so seriously impaired the usefulness of this institntion of learning. Where the succession of members is maintained by some act of the corporation accepting the new members, the right of a member is not regarded as subject to the payment of debts, even although it may be valuable, as a seat in a stock exchange; but in business corporations where the rule of interest prevails, the stock is treated strictly as personal property.

However anomalous, we have no alternative, and must treat this so-called "stock" as if it were real stock, representing an interest in property, since no other means is provided for perpetuating the corporate succession, and the charter and laws expressly require it. The right of executors, administrators, assignees, guardians, etc., to hold and transfer it, follows of course, if it were not expressly given by the charter. The right to vote upon it while in their hands seems to be a necessary incident to the ownership of shares of moneyed corporations, and indispensable to the preservation of the property. If this right does not accompany the title on the devolution of a decedent's estate, an estate holding stocks may easily be ruined by the transfer of the control and management of important business interests from those chiefly interested to a minority conscious of a short lease of power, and possibly hostile to the majority in interest. No authority was cited for the ruling of the Master on this point; and while it may be true as between trustee and cestui qui trust that the latter has the right to vote stock in the absence of express authority to the former, executors and administrators are more than trustees; in contemplation of law they are owners, and to deprive them of the right to vote, means to tie their hands and deliver them over bound to their enemies. I am aware that these considerations have little application to the case before me, but the rights here must stand or fall by the rules applicable to veritable stock. The Master erred in excluding the votes tendered by executors of deceased stockholders by proxy. If they could vote at all, they could vote by proxy by express provision of the charter. Notwithstanding the technical reasons sustaining the refusal of the Master to hear evidence showing the illegality of the thirteen votes received without challenge, I should be disposed to hold that in this flexible proceeding, in which all parties interested are represented, we might determine every question necessary to settle the result of the election, without turning the parties over to a quo warranto. But if all these votes were cast for the trustee ticket, and were all illegal, striking them out would not change the result. We do not think it necessary, therefore, to send the case back to the Master for this cause.

The 4th, 5th and 7th exceptions on the part of the defendants are sustained. All the other excepiions are overruled. The report of the Master is confirmed absolutely. Let a decree be drawn in accordance with the recommendations of the Master.

Per Curiam.

CHARLES H. NOYES, P. J., 37th Dist.

TWICKENHAM FERRY.

THEO. MARZIALS. CARL MATZ ARR.

Not too fast.

1. O - hoi - yeho, Hoyeho, Who's for the ferry? The briar's in the bud, and the sun's going down, And I'll
2. O - hoi - ye-ho, Hoyeho, "I'm for the ferry, The briar's in the bud, and the sun's going down, And it's
3. Ohoiyeho, Ho! you're too late for the ferry, The briar's in the bud, and the sun's going down, And he's

row ye so quick, and I'll row ye so steady, And 'tis but a penny to Twickenham town. The
late as it is, and I have-n't a penny, And how shall I get me to Twickenham town?" She'd
not rowing quick and he's not rowing steady, You'd think 'twas a journey to Twickenham town. "O -

ferryman's slim and he ferryman's young, And he's just a soft twang in the turn of his tongue. And he's
a rose in her bonnet, and oh! she look'd sweet As the little pink flower that grows in the wheat, With her
hoi, and O - ho," you may call as you will, The moon is a-ris - ing on Petersham Hill. And with

fresh as a pip - pin and brown as a berry, And 'tis but a pen - ny to Twick - en - ham town.
cheeks like a rose and her lips like a cherry, "And sure and you're welcome to Twickenham town."
love like a rose in the stern of the wherry, There's danger in cross-ing to Twick- en - ham town.

Chorus.

The ferryman's slim, and the ferryman's young, and he's just a soft twang in the turn of his tongue; And he's
[fresh as a pippin, and

CODA. After last verse.

rall.

brown as a berry, And 'tis but a penny to Twickenham town. Ohoiyeho, Hoyeho, Ho- ye ho, Ho!

THE
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PROF. BLACKIE was once lecturing to a new class, with whose personnel he was imperfectly acquainted. A student rose to read a paragraph, his book in his left hand. "Sir," thundered Blackie, "hold your book in your right hand!" and as the student would have spoken—"No words, sir! Your right hand, I say!" The student held up his right arm, ending piteously at the wrist. "Sir, I hae nae right hand," he said. Before Blackie could open his lips there arose a storm of hisses, and by it his voice was overborne. Then the professor left his place and went down to the student he had unwittingly hurt and put his arm around the lad's shoulders and drew him close, and the lad leaned against his breast. "My boy," said Blackie—he spoke very softly, yet not so softly but that every word was audible in the hush that had fallen on the class room—"my boy, you'll forgive me that I was over-rough? I did not know—I did not know!" He turned to the students, and, with a look and tone that came straight from his heart, he said: "And let me say to you all, I am rejoiced to be shown that I am teaching a class of gentlemen." Scottish lads can cheer as well as hiss, and that Blackie learned.

Dr. W. T. HARRIS, U. S. Commissioner of Education, says that the three characteristics of modern civilization are the *railroad*, the *newspaper*, and the *common school*. The railroad means the connection of each part of the country with the markets of the world. The newspaper means the participation of each man and woman who can read in the experiences of the human race, so that each individual may profit by the lives of all his fellow-men far and near. The common school means the acquisition on the part of each boy and girl, whether rich or poor, of the necessary knowledge required to read the newspaper, and when grown to be men and women to make use of the railroad to exchange the products of their own industry for a share in the products of the world's industry.

THE *Ladies' Home Journal* has given its readers selections from Henry Ward Beecher's "Unprinted Words." Of heredity he says: "It seems hard that when a man does wrong his children should be put under almost irresistible inclination to do wrong; it seems hard that when a man drinks spirituous liquors his children and his children's children should find themselves urged by a burning thirst, which they can scarcely withstand, toward indulgence in intoxicating drinks; it seems hard that diseases should be transmitted, and that because a man has violated the laws of health, his children should be sickly and short-lived—these things seem hard so long as we look at them only on one side; but what a power of restraint this economy has when every man feels, 'I stand not for myself alone, but for the whole line of my posterity to the third and fourth generation?'"

And of life here and hereafter: "Hardly

anything that could be desired in this life has been withheld from me; I have had that which many covet and seek for in vain; my life all through has been a very happy one; it may be said, without exception, taking it from beginning to end, to have been a life of extraordinary prosperity and happiness, although I have been a man of war. But there is nothing in this world, it seems to me, that is to be desired for one single moment in comparison with the life beyond. If that life is all that we have been taught it is—and I believe it to be that and abundantly more—then let no man wish to stay here. It is true that the going of one and another leaves a wound in the heart of those that are left behind; but it is true, also, that God heals such wounds speedily."

THE investigation of color blindness in various countries has shown that in all civilized countries there are to be found, on an average, four color blind persons in every one hundred men, but only one who is color blind among five hundred women. It thus appears that color blindness is twenty times as frequent among men as among women. No reason has been assigned for this, except the use of tobacco. Tobacco using has been recognized as a common cause of eye defects of various kinds, among the most frequent of which is color blindness. Color blindness is, in fact, the first symptom of tobacco amaurosis. Color blindness is found to exist among the North American Indians in the proportion of less than one per cent. The use of tobacco must be condemned, on every ground of healthy living, as a source of race-deterioration.—*Health.*

AN English woman writer says it is to be feared that posterity will never know exactly what was the living aspect of George Eliot's face. Only a very great painter could have seized at once the outline and something of the varying expression; and her reluctance to have her portrait taken, her private person made to a certain extent public property in that way, has deprived us of any such memorial. Future generations will have to draw on their imagination to conceive a face cast in the massive mold of Savonarola, but spare and spiritualized into a closer brotherhood with the other Florentine of the Divina Commedia. The features might be too large and rugged for womanly beauty; but when the pale face was tinged with a faint flush of tenderness or animation, when the wonderful eyes were lighted up with eager passion and the mouth melted into curves of unutterable sweetness, the soul itself seemed to shine through its framework with a radiance of almost unearthly power, so that a stranger seeing her for the first time asked why he had never been told she was so beautiful.

"HE was an amiable man. He was fond of me, and I loved him." This is the reason given by the venerable poet, Dr. Holmes, why one of his instructors had influence with him. Here is a truth which is very fundamental. A knowledge of just how the mind works, of the relations of percepts and concepts, of the most extensive knowledge possible of science and philosophy, the teacher may possess; but if he is without that virtue that binds the child to him, his teaching, so far as it touches motive or develops power, is very near zero—certainly but the tinkling of a cymbal. So that we have no hesitation in saying that she or he who has not this gift had better be earning his living in some other way than that of labor among youthful minds. And this is no cant. We do not believe in mere sentimentalism, and we have no patience with that hypocrisy that talks about the 'dear children,' and, at the same time, sees always the shining dollar in everything he does in their behalf. Neither do we admire very much that equally sickly sentiment that would drive from the school-room all earnest work, on the ground that work is drudgery and childhood is the period for play—and we might add, to complete the thought, of shirking burdens. But we do believe that teaching means influence, that the imparting of knowledge is merely incidental, and that there can be little influence with the youthful mind unless there is between teacher and child that certain mysterious power—call it what you please—that binds heart to heart, and, therefore, mind to mind.—*Educator.*

MY scholars filled me with despair as morning after morning I gazed into their unemotional faces, which remained stolid and unchanged as plaster casts, in spite of my frantic efforts to brighten them by a pleasing thought. To arouse them I have resorted to many new plans, one of

which I give herein, hoping it will aid some other teacher who is similarly afflicted. Before opening one day's session I placed on the front board this list of mottoes:

1. I will,
2. Try, try again,
3. Never say fail,
4. Onward and upward,
5. Dare to do right,
6. Perseverance conquers;

and told my pupils they were to vote for a school motto in regular public election style, using the mottoes for candidates and allowing the ladies to vote; no canvassing for favorites would be allowed. A short explanation of election terms and usages was then necessary before proceeding. Three of the older pupils were appointed to serve as clerks of the election. These distributed the slips for ballots, collected, counted and recorded the votes, and brought in the election returns. In this case, "Never say fail," carried the election by a large majority, and was duly installed in office above the front board, clad in a gala dress of colored crayon work. That morning I changed their expression. I can recommend the little diversion as worth trying.—*Popular Educator.*

A TEACHER at Wellesley College has prepared for the benefit of her pupils a list of words to be avoided, among which the following appear:

"Expect" for "suspect."
"First rate" as an adverb.
"Nice" indiscriminately.
"Had" rather for "would" rather.
"Had" better for "would" better.
"Right away" for "immediately."
"Party" for "person."
"Promise" for "assure."
"Posted" for "informed."
"Postgraduate" for "graduate."
"Depot" for "station."
"Stopping" for "staying."
"Cunning" for "smart," "dainty."
"Cute" for "acute."
"Funny" for "odd" or "unusual."

NOISE and bustle and stir are not the surest indications of work in progress. One grasshopper on a fence will make more noise than a dozen oxen grazing in a field. The grasshopper has his place in the world, but he is good-for-nothing in a yoke. So there are noisier bustlers among men, who seem to have no mission except to din the ears; yet they may have a place in the grand economy of life, while the more efficient workers are toiling in thoughtful silence.—*S. S. Times.*

THROUGH the week we go down into the valleys of care and shadow and toil. But our Sabbaths should be hills of light and joy in God's presence. And so, as time rolls by, we shall go from mountain top to mountain top, till at last we catch the glory of the gate and enter in to go no more out forever! — *Henry Ward Beecher.*

THE following from one of our secular exchanges is worthy to be passed along: "School directors through the country should see to it that the school-house and school grounds are kept in comfortable and healthful condition. As a rule not enough attention is bestowed upon the cleaning and painting of the school buildings. Dingy school buildings and dirty grounds are bad educational surroundings; and cleanliness should be one of the branches taught in our common schools. Some little fellows get their first and only lesson on this subject in the school room. Let it be the best that can be given."

A LOCAL paper is the authority for the following: At a recent school examination for girls, one of the tasks was an essay on "Boys," and this is one of the compositions just as it was handed in by a girl of twelve: "The boy is not an animal, yet they can be heard to a considerable distance. When a boy hollers he opens his big mouth like frogs, but girls hold their toung till they are spoke to, and then they answer respectable, and tell just how it was. A boy thinks himself clever, because he can wade where it is deep, but God made the dry land for every living thing, and rested on the seventh day. When a boy grows up he is called a husband and stays out at nights; but the grew up girl is a widow and keeps house."

EDISON when asked concerning his first watch said, "I never owned a watch in my life. I never wanted to know what time it was." According to the story, a gentleman introduced his son to the famous electrician, and in the course of the conversation suggested that he should give the young fellow a motto for the business career upon which he was

about entering. Edison was silent for a moment, and then said, "Never look at the clock!" Probably the boy was more or less mystified by this laconic utterance, but he will not be long in the company of clerks or day-laborers without discovering that those who take so little interest in their work as to be continually asking what time it is, are not the ones to get on in the world. Success is not for the lazy or indifferent. As some one has said, "The carpenter who stays fifteen minutes after hours to finish a job is working toward a shop of his own."

THE United States sells its forest lands at $2.50 an acre, lumber companies indirectly acquiring a square mile of land for a little over $1,600, while the timber on it is often worth over $20,000. The French government forests return an average profit of $2.50 cents an acre annually for timber sales, or forest land to provide a continual timber supply to two and one-half per cent. interest on the value of the land. The United States now owns only enough to supply its present population, if forests are managed and lumber used as in Germany. The United States is exactly in the position of a man making large drafts upon and using up an immense idle capital, which, if properly invested, would return an interest sufficient for his expenditures. In 1885 the Government of Bavaria sent an expert forester to study the timbers of the United States, who stated: "In fifty years you will have to import your timber, and as you will probably have a preference for American kinds, we shall now begin to grow them, in order to be ready to send them to you at the proper time."—*Century.*

PERSONAL religion is not thinking right things about God, though it is very important that we get at the truth as nearly as we can. Personal religion is not worshiping God in the church, though I believe that many of us get the inspiration of the divine presence in the church, which we can carry out through all the week. Personal religion is, first of all, hearing God's voice, and obeying it; secondly, taking God as the ideal we wish to be like; thirdly, seeing more or less clearly life from his point of view; fourthly and lastly, thrilling ourselves with the thought that His Spirit may follow us, and we ourselves may be the sons of God in very truth, and receiving that Spirit and living as His children. All life has this for its issue. We are not put in life that we may heap up money and leave it for other people to look after. We are not put in life that we may pass from the cradle to the grave, leaving no trail behind us, like a trackless bird or a ship on the ocean. Life is a great school. We enter at the cradle, we graduate at the grave; and all through it there is one lesson that we are learning. That one lesson is God—God in sorrow comforting, God in perplexity enlightening, God uplifting, God through all. We are learning God because we are learning truth and righteousness and honor and manhood and love.—*Lyman Abbott.*

"ALL one's life," says Ruskin, "is a music if one touches the notes rightly and in time." A young girl who was dissatisfied with her home life, and always talking of her grievances, and showing her discontent in voice, look and manner, surprised a friend whom she met one day with her quick step, and bright smile, and happy voice. "How are things at home?" the friend asked, thinking that some good news had made the change. "Oh, everything is just the same, but I am different," was the reply.

"THE disposition to give a cup of cold water," says Dr. Holmes, "is far nobler property than the finest intellect." A little girl dropped a package she was carrying, and the contents — several pounds of sugar—were scattered on the pavement. The passers-by laughed. Some said, "Poor girl, it's too bad;" but no one offered to assist her, until a newsboy came along and saw the wreck. He promptly stopped, and kneeling down, he took a couple of the evening papers that he had paid for, gathered up what sugar he could, wrapped it up neatly, and, tying the bundle, gave it to the little girl and started off.

THERE is nothing better than to be happy; joy is the real root of morality; no virtue is worth praising which does not spring from minds contented and convinced, and free of dread and gloom. No religion was ever divine which relied on terror instead of love; and no philosophy will bear any good fruit which propounds despair and deduces annihilation. This is where, by their own true instincts, the

great poets have done so much more for mankind than most of its benefactors, delighting as they do in life, and preserving amid its deepest mysteries and hardest puzzles a divine serenity about its origin and purpose. Observe our English Shakespeare! How calm, how complacent, how assured his glorious genius always abides! A page of him taken almost anywhere—set beside a page of modern pessimism—is like the speech of a prince in his pleasure-house compared with the moanings of a sick wretch in a Spital. All genuine poets, from Homer to Browning, are radically joyous. Keats writes:

They shall be accounted poet-kings
Who simply tell the most heart-easing things.

And Hafiz says: "It is whispered of me in Shiraz that I was sad, but what had I to do with sadness?" Art in all its highest forms bears no message so imperative as to emphasize the beauty and maintain the dignity and delight of life; and you may judge first-class writers and painters, as we shall some day judge philosophers, by their fidelity to this wholesome errand of joy.—*Sir Edwin Arnold.*

"Lost yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty golden minutes. No reward offered, for they are gone forever."
—*Horace Mann.*

THE MINUTES.

We are but minutes—little things—
Each one furnished with sixty wings,
With which we fly on our unseen track;
And not a minute ever comes back.

We are but minutes; yet each one bears
A little burden of joys and cares;
Take patiently the minutes of pain—
The worst of minutes cannot remain.

We are but minutes; yet we bring
A few of the drops from pleasure's spring,
Taste their sweetness while yet we stay—
It takes but a minute to fly away.

We are but minutes; use us well;
For how we are used we must one day tell.
Who uses minutes has hours to use;
Who loses minutes whole years must lose.

SHAKESPEARE'S lack of education has often been referred to. It is said that he knew a "little Latin and less Greek;" that he did not know the classic writers. And some one replies that, what was of great moment, the classic writers did not know Shakespeare. It is a current remark about a class of people who stand out from their fellows because of great power of thought, skill in using faculties and depth of experience, but who have had little schooling, that they lack education. We often hear it said of men in important positions in school work, who "by force have made their merit known" but have not gone through the formal college curriculum, that they lack education. The superintendent of a school who brings all his energies to bear on the problem before him may be therein deprived of pursuing Latin, Greek and mathematics in a college, but in these days, when one subject is thought to have as much educational virtue as another, if properly pursued, who will admit that such a man lacks schooling? Does education consist in knowing certain definite things, or in power and versatility of thought and emotion, which elevate the life into truth and virtue, and which may come from any form of true and deep experience a person has with the world about him? Shall we revise such a man's education, or our own notion of education?—*Indiana School Journal.*

IT is often said, "Boys are naturally cruel," but I do not believe it. Some boys do, it is true, find pleasure in tormenting cats and dogs, and other helpless animals, but not all boys care for that kind of fun (?); and most boys have gentle hearts, though they are sometimes very thoughtless.

A lady, whose little girl had the misfortune to be sadly marked about the face, hesitated about sending her to school, fearing the boys would make fun of her. Persuaded by the teacher to make the trial anyway, the little one was sent, and timidly came into the school-room one morning after all the pupils were seated. To their honor it may be said that, instead of "making fun," or even smiling slyly, every boy in the room, after a hurried, pitying glance at the marred face, quickly looked the other way; and the little one has never met with any but the kindest treatment, and has never been made to think herself different from the rest of the children. That is true politeness, and is far removed from cruelty.

HERE is another incident, told by the Detroit *Free Press:* On the corner of one of the business streets of the city the other morning a shoe-black had just finished

polishing the shoes on a well-dressed, gentle-appearing man. The latter was unfortunate in having a deformity which compelled him to wear a shoe on one of his feet with an exceedingly thick sole, thus endeavoring to make up mechanically for what nature had denied him. "How much shall I pay you?" he asked the boy. "Five cents, sir." "Oh! but you should have more than five cents for polishing my shoes," said the gentleman, tapping the thick sole significantly with his cane. "No, sir," said the boy. "Five cents is enough. I don't want to make no money out o' your hard luck." The customer handed out a coin, laid his hand on the youngster's head for a moment, and passed on.—*Sydney Methodist.*

No man can pass into eternity, for he is already in it. The dead are no more in eternity now than they always were, or than every one of us is at this moment. We may ignore the things eternal; shut our eyes hard to them; live as though they had no existence—nevertheless, eternity is around us here, now, at this moment, at all moments; and it will have been around us every day of our ignorant, sinful, selfish lives. Its stars are even over our head, while we are so dilligent in the dust of our worldliness, or in the tainted stream of our desires. The dull brute globe moves through its ether and knows it not; even so our souls are bathed in eternity and are never conscious of it.—*Farrar.*

WHAT is a man? A creation of God, endowed with certain faculties, body, mind and soul, for the proper use of which he is responsible to his Creator. At birth he is a bundle of dormant possibilities; at death he is a bundle of realized and wasted possibilities. To perfect every endowment, to realize every possibility, to become a *person*, a complete unit in the sum total of humanity, is the end of every man. What is a monkey? A creation, of God, endowed with body and the instinct to preserve it, but not responsible for his actions. An animal, whose duty in life it is to eat, sleep, and do as it sees other monkeys do. Perhaps he was created to show human apes how silly they are. If that is not the purpose of his creation, I confess I don't know what it was. How can a man become a monkey? By giving up his individuality and becoming a mimic of the senseless conventionalities of other human apes. By neglecting the development of his powers of mind and soul. By looking on wealth and the ease it will purchase as the greatest good to be obtained in this world. Man needs only to eat, sleep, and seek to conform his life to what society calls "good form," to conform to the opinions of other people and have none of his own, to be a slave of fashion, a creature of the tailor, a dupe of society, the tool of the scheming partisan. Man, the noblest of God's creations, is but a step removed from his Darwinian predecessor. The step across this boundary is far too often taken.—*F. & M. College Student.*

COUNTRY AND CITY SCHOOLS.

HOW to increase the allurements of country life and check the movement of the rural population toward the cities, has become one of the serious problems of our day. A writer in the current number of the "New England Magazine" thinks he has found the secret of the unmistakable tendency of country people to migrate to the towns in the defective system of schooling in the country. He says: "The common school system is educating its pupils away from the farms, and is not adapted to create a race of farmers capable of adjusting themselves to the times. What we want of our country schools is to make the farming of to-day intelligent, interesting, and profitable.

"It is possible for a system of education to become entirely foreign to the age in which it is in practice. Certainly the farmer must insist that the tendency of the school shall not be to take his children away from the farm, unsettle the home instinct, unfit them to be happy agriculturists and turn them over in a ceaseless tide into shopkeepers and tradesmen."

The common school system in the country has failed to keep pace with the public school system in cities, imperfect as the latter may be, because it has omitted to introduce certain studies directly bearing upon the farmer's calling. The recent introduction of manual training schools in the public school system in cities, by which students may be equipped to take up trades which flourish best in cities, is an illustration of an effort to make the city schools serve a more

practical purpose than they once did. In the report of the Philadelphia Board of Education of 1893, the Board says: "The value of manual training is now conceded by many who heretofore doubted it to be properly a part of public school work. Such training results in close attention, accurate observation, concentration of thought, keener intelligence and a relish for the higher forms of skilled labor. About 70 per cent. take to those industrial pursuits in which the trained hands play an important part, and in such callings men who have been thus trained are in demand." The manual training and industrial art departments of city common school education are therefore preparing city youth directly for city employments. What are the country schools doing for agriculture, the farmer's calling? Very little, indeed, so far as specialized studies are involved.

How many of those who have been educated in the country schools, not those of country towns, but the schools of the real countryside, have seen a botanical, geological or chemical text book in use within them? How many of the country school teachers are equipped, even in the most superficial way, to teach the rudiments of such studies? They are not found on the curriculum of the country school. Yet these sciences have an exceedingly intimate connection with agriculture, and a knowledge of them, sufficient for practical purposes, should be the ambition of the intelligent farmer. The country school educates men for clerks, for professions, and only incidentally for the farm. The Pennsylvania country school is a fair example of Mr. Powell's charge in the article to which reference has been made, and which has been briefly quoted in the foregoing extract. "It is possible for a system of education to become foreign to the age in which it is in practice."

More attention to studies which can be pursued with peculiar advantages in the country, with less devotion to a purely "literary" education, is urgently demanded in our rural schools. The botany and geology classes which invade the country every spring are city folk, who find in the fields and the hills "a pleasure, a delight and a desire," to which the country lad is likely to be a total stranger. The botanical text-books and popular manuals on the subject, which are being published so abundantly and cheaply, grace very few country homes. The townspeople are the best patrons of this countryside literature.

It is not the aim of the common school to graduate fully-fledged scientists, as it is not the design of the city manual training school to graduate skilled workmen. The world smiles at the youth who announced that he was going to school to learn to be a college president. It is the object of the public schools to give our youth a fair start in life that they may cope "each with his fronting foe" in the fierce competition of modern business and iudustrial life. The city school has conformed in a measure to these modern requirements, but the country school, which should help to make country life attractive and farming pay, is doing little for the farm.—*Philadelphia Ledger.*

POEMS AND STORIES.

BY SARAH L. ARNOLD.

THE lessons which provide material for language lessons, as far as thought getting is concerned, are in two classes: those in which the material is gained through observation on the part of the child, and others in which the child gets his needed thought through listening to the teacher's story or through reading for himself.

Among the many subjects which might well be chosen for the language lessons, the writer has come to select two chief sources—science and literature, including history. The work which the child does in observation is incomplete unless it is re-enforced and interpreted by the observation of others, and this re-enforcement must come through reading. Again, the observation helps the child to interpret what he reads, and makes the poem or story more clear than if he himself had not been open-eyed to his own surroundings. If the general lessons are chosen in these two lines, the language lessons will naturally be associated with them, and the work in each line will supplement that of the other. In considering the language lesson as such, we must remember that its purpose is both thought and expression. Through the study of the poem or story the child will obtain new material for expression. His horizon is widened by going beyond that which he himself has seen, by reaching

out into the new fields which his observation has enabled him to discover.

In thinking of the observation lesson isolated from such reading or study, we are reminded of Sam Weller's reply to the inquiry as to whether he had seen a certain important event in which Mr. Pickwick was interested, "Having only eyes, my wision is limited." The child's vision is limited, if he has not been taught to see with the mind's eye, to use his imagination, and to translate the new through his knowledge of the old. So the story, the poem, and the fable, should be brought into the school-room, introduced into the language class as well as into the reading, and used to supplement and complete the science lessons.

If the child is to gain thought which becomes his own and is afterwards to express it, this thought should be, in every case, worth the getting—something that will not only add to his knowledge, but which will accustom him to the beautiful in thought and expression, and so will inspire him to follow higher ideals. All the stories or poems should be the best which the child is capable of hearing and appreciating. We make a mistake when we read down to the children, when we imagine that all truth must be diluted before they can hear it or attempt to assimilate it. The child is by nature a poet; he appreciates what is most beautiful in poetry; he will prefer the poem to the jingle; will unconsciously select that which is best, and things which he cannot understand will remain with him in his memory, recurring again and again as some association recalls them, until his later experience has enabled him to interpret them, and they come with new fullness of truth or beauty in his time of need. But the period of his childhood is the period in which he should become familiar with beauty of thought and expression; not through analysis—that time is not yet—but through simple absorption of the ideas presented to him in the rhythmic poem or story. There is no other period when he takes so strong and eager hold upon such things. He absorbs now what he will interpret hereafter, and he should be made familiar with the good in order that when he comes to the time of choice, with the power of reading to serve as a key to unlock the door of the treasure-house, he shall know the gold from the dross and will choose that which is of eternal worth.

In his beautiful preface to *Child Life in Prose*, Whittier wrote, "The child is always something of a poet, if he cannot analyze with Wordsworth and Tennyson the emotions which expand his being. Within his fullness of life blest above the birds and flowers, he finds with them all nature plastic to his mind and eye. The soul and the whole of childhood are one —not irreverently—as Jean Paul said, 'I love God and little children; ye stand nearest to Him, ye little ones.'"

The truth which Whittier has so emphasized has been illustrated over and again in our primary schoolrooms. We have seen children drinking in the story of "Hiawatha" or Whittier's "Snowbound," or reciting with joyful voices Tennyson's "Song of the Brook," or singing still more sweetly his "Sweet and low, Wind of the western sea." I remember a class of first-grade pupils who could recite pages of *Hiawatha*, and whose chief delight was to play it, taking the part of the pines and fir trees and the animals in the forest, of "Nokomis" and "Hiawatha," and even representing the wigwam. Their eyes kindled as they recited the beautiful words, and their lives were beautified and made happier by the thoughts and pictures which had entered into them through their study of the poem. Children whose home life was narrowed and dwarfed, whose opportunities were meager, whose surroundings were rough and poor, entered into the spirit of the poem with the same eagerness as did the children of more favored homes. A class of Bohemians and Italians in a primary grade in Minneapolis learned nearly all of Whittier's "Snowbound," and begged to be allowed to continue their study when the time came for changing the course of the recitations. A class of little Scandinavian children to whom had been read Longfellow's beautiful poem, "My Lost Youth," turned in troubled disappointment to the teacher as she closed her book at the third stanza, saying, "That is all you can understand." "Do read it to us, even if we do not understand," they pleaded, touched and held by the rhythm of the poem and the beauty of expression, which they felt, even if they did not understand.

Out of such teaching should come greater power of imagination, pure and beautiful pictures, ideals of what is strong and noble and true, as history has shown

us these virtues, and a love for the beautiful strong enough to lead the child away from the slough of trash which is waiting to swallow him up.

The stories chosen for the language lesson should be fables or parables, teaching truth in the form which the children love so well, or anecdotes embodying the truth in heroic form. Much as children love the marvelous and delight to hear the animal speak, or see the brave invariably winning renown and the beautiful invariably inheriting riches and bliss, they are still more entranced by the stories of real life—the true stories for which they plead and for whose repetition they constantly urge.

The teacher will find numerous sources upon which she can draw for her stories, but she will find no one book or paper which will contain sufficient material suitable for her class, nor would it be best if she could. The story which will teach the child most is the one which she herself loves and appreciates, which she remembers because she has loved and appreciated it. The best poets should be read, the best books should be studied, myths and fables and traditions should yield their treasures, and history should pledge its heroes to the teachers of little children. All that is best in her life affects the life of the children; that which is most truly hers affects them most. No story which she reads from the book to her class will have the power or charm of the story that she tells because she has loved it, has sympathized with the truth which it expresses, or has lived the experience.—*American Teacher.*

AN OPEN LETTER.

My Dear John: I understand that you are to take charge of your new school on Tuesday, and that you would like to have a few hints or suggestions that may be of assistance to you in your new duties. The first piece of philosophy that I have to communicate to you is taken from an old Greek book which contains several letters written in a decidedly original vein, two or three of them addressed to young people of your own age. In this book I remember meeting with the following remarkable expression: "*Neither give place to the Devil,*" and I have often wished that I could have these half-dozen words painted in bright crimson letters at the back part of every class-room in the world, directly in front of the teacher's eyes. Satan will enter in and take his place in your school every day—especially on dull, stormy, rainy days, and particularly in the afternoons—unless you actually crowd him out by keeping every one busy and interested in the work of the class to which he or she belongs.

You need to be in your place very early on the morning of the opening of your school, not later than forty minutes before school time. Take with you a few sheets of foolscap and tear one or two of them up into small pieces, about three inches by two and a half, having the ruled lines lengthwise. Write on two or three dozen of these slips along the margin, Parent's name, Pupil's name, Age, Class, Why do you come to school? What do you wish to become? Have these ready, if possible, before the arrival of the first pupil, and after a cordial greeting ask him or her to fill up the form. Do the same with every other pupil immediately after his entrance into the schoolroom. The last two questions will help you to talk to your pupils about their past studies and their future plans, and at nine o'clock you will know every one by name and have some insight into the motives that bring them together. Precisely at nine o'clock ask all the pupils to seat themselves at their desks, but say nothing about the location or position. Do not talk too much; allow the pupils to choose their own seats.

As soon as all are in their places, read the fourth chapter of Proverbs and open the school with the Lord's Prayer. Ask the pupils to look at their readers and prepare a reading lesson, any one they choose to select, each one for himself. In the meantime, classify the names on your slips in alphabetical order if you have not already done so, and rapidly copy them out on a sheet of your foolscap. Check over the list and place a figure opposite each name to indicate the class to which each pupil nominally belongs, and put a pin to hold this sheet on your desk before you. Quickly make another copy of this list, which as you perceive is to be a temporary register for a day or two, but in the second copy put down the names by classes, still in alphabetic order. All this will take a comparatively short time, and you are ready to begin your work. If any other pupils

arrive late, hand them slips and quietly ask to have them filled up properly. Write these names on your sheets opposite their proper places.

Now call on some senior pupil to come forward and read a page—not less than a page—of the lesson he or she has selected. Do not criticise the reader, but if necessary render what help may be needed to assist the pupil over the hard places. Next call up another pupil by name from a different class, following the same uncritical method and doing your best to assist the reader when necessary. It would be better not to correct mistakes at all so long as the pupil does not come to a dead pause. Take another pupil from a lower class, then one from the highest class, and so on, so that no pupil can have any hint as to his turn. This uncertainty and the novelty of the exercise will be sufficient to keep the attention of the school for an hour, if you choose to prolong the lesson to that length.

While this reading is going on use your eyes to observe the general demeanor of your class, and you will, no doubt, discover that in taking their seats the birds of a feather have flocked together. Study them carefully as the reading proceeds, and the moment you observe a careless or noisy pupil, select that person as the next to be called up. By way of surprise call on this same pupil to come forward and read again if the whispering or restlessness recurs.

Do not talk too much; leave a certain part of your plans to be revealed by what you do rather than by what you say.

When you are satisfied with the general examination of the reading, write on the blackboard a few questions in arithmetic, of several different degrees of difficulty. These should be carefully prepared beforehand, and should include some work for every class. Let the pupils proceed to do these questions at their desks, while you take your place behind the pupils and observe how they set to work, using all your perceptive faculties to note the individul character and foibles of each pupil. Study your pupils till you know them as well as possible.

A few minutes before recess time, take your class sheet and assign to each class a definite piece of work to be done immediately after the ten minutes' intermission, in accordance with the time-table you prepared before coming to school. The first period of school is then over without any awkward pause, without any long address, without any enunciation of rules and penalties, and you now proceed with confidence along the systematic track you have laid out for the rest of the day. Dismiss early on the first day, after you have carefully assigned *very short* home lessons.

Next morning, as soon as prayers are over, seat the whole school in the alphabetic order of your register list, taking all the care you can to separate as far as possible all the pupils who show special anxiety to sit together. You wlll thus very effectually isolate the worst talkers and the most restless scholars, and place them under better conditions for steady attention and diligent work. Bring your school diary or note-book on this day, and keep a minute and accurate record of all you do and every incident that recurs in your work on every day.—*Canada Ed. Journal.*

THE DISTINCTIVE IDEA IN SCHOOL MUSIC.

BY DAVID M. KELSEY.

SIXTY years ago Carlyle exclaimed: "My teachers were hide-bound pedants, without knowledge of man's nature or boys. Innumerable dead vocables they crammed into me, and called it fostering the growth of the mind." The Bible says that the time shall come when "nation shall not lift up sword against nation, neither shall they learn war any more. But they shall sit, every man under his vine and under his fig-tree, and none shall make them afraid," and "all the people shall sing of the goodness of the Lord." And we believe that God is using our system of public instruction to hasten the day.

The verb *to educate* is not limited by the one word *knowledge*. The entire sum of outside influences upon a child are yet less potent in his moulding than are the unfolding of the hidden forces of his human soul. Heredity is more powerful than habit. Genius, which is inherited, must ever triumph over talent, which is acquired. If this is so, when you have taught a child to sing, to enjoy and understand good music universal, you have set in motion a train of influences which

will increase and gather power through coming generations. We say that man has five senses. Through them we reach, influence and fashion him. It is a curious fact that every distinctive age in the history of mankind has been characterized by the special cultivation of some one sense over the other. To-day the sense of sight is the shrine at which we worship, and beauty of form and color must delight us at every turn.

When we say a thing is beautiful, we mean to the *eye*. We borrow every useful adjective to describe the pleasure we derive from seeing. That of hearing is so slight we need no modifiers. *Sight* is the shrine at which we worship to-day. But there is one sense left for the future which, when fully realized and developed and wedded to the others, will yield the acme of cultured pleasure. When we have obeyed the command, "He that hath ears to hear, let him hear," hearing and sight which are mental shall put down the other senses which are carnal, and thereby the fashion of our souls shall be made better.

What is to cultivate this neglected sense of hearing again? Music. But it is a source of growing wonderment that in the face of the fact that music is rapidly spreading, entering home, school, and public place, it is not better understood. The capacities and peculiar adaptabilities of music for every condition of the human family have now been established. We must therefore hasten to rescue the intellectually blind and deaf lovers of music till they can hear voices, though they fail to interpret what is expressed; and this is a teacher's work. The greatest need in the art culture of to-day is education in the art of listening to good music.

The lesson brought to you to-day is a call to awaken to the *needs* of the hour. The low and humble in England, Germany, or Italy sing as naturally and often as they speak. We have forbidden music in our churches, and forgotten it in our homes, while they have fostered it at every turn, even by royal patronage and subsidy, quite beyond our reckoning. Education means the development of the *whole man*,—not the fashioning of his mind to the neglect of body and soul, nor yet of mind and body to the neglect of the soul alone. We develop the body; we also zealously over-do the mind work. But who is charged with over-developing the soul of his pupil? That undying reality within which the conscientious teacher of the future will reach and fashion by such studies as develop memory, feeling, emotion, and their expression, of which studies music is the pioneer.

Music is the highest form of expression known by man in earth or heaven. Apply it first to your own soul growth, then prove it in the school-room. It does its work far easier than most subjects. Proof enough of its utility is found in the fact that over 90 per cent. of all pupils develop into singers, and that all children, when once started right, sing as naturally and beautifully as they walk and breathe. There is proof enough of its humanity in the fact that the blood of every nation tingles under its charm. There is proof enough of its spirituality in that its aid is sought by the worshiper of every creed. There is proof enough of its genuineness in the fact that, though you may deny him its pleasures in home and school, the boy buys a Jew's-harp, and the poorest laborer lightens his task by song.

Have you singing in your school? By all means. It were a great shame to let it take long periods or become a bore as a "subject," but if you adopt it in the high spirit, you will be thankfully astonished at what you have wrought. Watch that tired class sing a song from memory after an hour's work on an examination. See the knit brows give way and lines of care fade out, as by magic! Take an opposite case. A class has not had enough work, and is noisy. Let them start a song, and watch the effect. Not one sound or motion! The pupil who is singing is *still*. Is a class cold? Singing will warm them. Is the room made too dark and dismal for study by a sudden shower? Singing will cheer it. Are teachers and pupils cross to each other? One song is a swift and positive cure. "The devil never comes where good music is," said a reform schoolmaster.

Permit the interpolation of a few practical points here. Do not be frightened by the great talk of methods in music. Remember the best in music, even more than in anything else, is invisible, and a living reality.

Attempt little in music. Allow nothing to divert you from the main idea the first year, which is right voice development, and through it the training of the ear. Master this problem yourself, for yourself, and you are ready. Aim at the voice, but let the pupil *think sounds* from

the first. Stick to what you may term primary methods in your music, through every grade of work. There *is* nothing else in school music. In songs, the reverse. Have no namby-pamby jingles. Any song worth singing is worth remembering—and who would memorize any but the best? Judge a song by its literary worth and musical simplicity. The grandest songs I know are of smooth and simple melody and short compass. Teach music in good-nature always. Find a way to insist on recitation and attention in the subject without resorting to direct compulsion. A tone with no *joy* in it is worthless. Train your own ear to pitch, and keep every moment's work in the best range for the pupil, regardless of the *written* pitch. Do not shun minor. It should occupy the same amount of attention as major, but no "course" offers such material. Remember, to be able to write music from dictation is always a fair test. There is no education in anything less than this. It must come, and come before sight-singing, as a character will be meaningless till the thing symbolized has been grasped mentally by the child. Attempt no "effect" with young singers. Sentiment and emotion come last in the study. Enthusiasm you should always have. Never attempt motion songs if you value the *music*. Music itself is a far higher form of expression than pantomime. Acquaint yourself with all individual cases at all peculiar, but always in the confidence of and sympathy with the pupil. Sing as often as possible —twice a day at least. Note how much worse it goes on Mondays because of the break. Learn to drop work and sing a moment any time. Never attempt singing without perfect order, however, especially as to position. Insist on position —erect, active, vivific. Control your pupils' tastes. Do not let them make the mistake of deeming an old song a worn-out song. Not one new song in twenty is of any permanent value. Be content with a small stock of choice, well-learned old songs—say six patriotic, as many social, and another dozen semi-spiritual, for opening and other exercises. Should it not form a short segment of that circle of "harmonious development" for the first six years of school? The evolution of the American race is going on at a tremendous rate. What is needed is not business, or money-making methods, but a quieting, culturing, cooling outlet to our energies. Shall not the human soul claim a right to a moment of quiet for instruction in this art of peace?

Music is the decoration of a thought, and should crystallize into emotion. Music is the final decoration of all sentiment. Words often fail us, but music never. From the time that the morning stars sang together at the prospect of the birth of another planet (our earth) until the cup of man's realization is full and the last requiem of the universe has died away, music shall never fail in expressing the unspeakable emotions of God's creatures. Memory fails, but one breath of melody is ever sufficient to set in motion the revolving wheels of recollection, and heart-throbs long buried return. Utter the grandest words known to intellect—one breath of song outlasts them all. There is no such invoker of the ghosts of the past as an old song. Every picture of love and hatred, of promise and disappointment at a mother's knee, return in a shower of tears.

Music is a condensed form of expression—another higher form of words; for words limit, while in this more emotional expression the wings of our imagination are set free. Again come the sturdy words of Carlyle—"See deep enough, and you will see musically,"—echoed by Ruskin, "All one's life is music, if one sets the strings rightly, and in tune."

Your success in this life of music first lies in knowledge—its metaphysics; then in imagination—its sentiment; and lastly, in feeling—its emotion. Try it; it will fashion you anew; it will cultivate your mind; it will vivify your body; it will enlarge your soul; it will add a line of beauty to every form, color to every landscape, joy to all life, and glory to your memory. Neglect it, and though you may here have a perfectly developed body, fat purse, and perchance a well-stored mind, you run sad risk of having a lean soul. Mind, memory, money, and the very body itself, may fade and pass away, but "the soul shall live forever."

Then cherish music until your very soul and life are attuned to the harmonies of the universe, until the music of the spheres rings continually in your ears, until the flutes of the field birds, the harps of the mountain forests, the great ocean organ, and even the diapason of Jehovah's thunderings, charm, not fright, your listening ear, until "the mountains and the hills shall break forth before you into

singing, and all the trees of the forest clap their hands" in celestial symphonies. God grant that we may all cultivate this art of earth which which we shall use in Paradise; that with hearts and hands and voices united we may go up into this mount of transfiguration and bring to earth the kingdom of Heaven; that we may fashion our souls here below by its transcendent beauties, and prepare our voices to join in that new song with the heavenly chorus, the number of whose voices is ten thousand times ten thousand and thousands of thousands, chanting: "Blessings and glory and honor and power be unto him that sitteth upon the throne, and unto the Lamb, forever and ever."—*N. E. Journal of Education.*

THE HOME LIBRARY.

THE fact is that in these days of diffused education every home requires a library quite as much as it requires a parlor, a reception-room, a chamber, or a kitchen. A place to keep books in is one of the first essentials in imparting a tone of thorough refinement to a house. Yet to have the books themselves is more important than to have the special room which is their casket. A corner of the drawing-room, with a table and an easy-chair, pens and ink, and a few low shelves, make a capital library. In some charming homes, drawing-room and library are combined, and the books elbow the bric-á-brac and the soft divans and cushioned lounges.

What sort of books will you have in your home library? Remember, you need not buy them all at once. A library is like a garden. It grows by cultivation. Like the family to whom it belongs, it develops day by day, year by year. It is like a house, it must needs possess foundations, well-hewn and strongly laid.

First among its must-be's is a good encyclopædia. There are always arising occasions when the intelligent person finds it advisable to go to some authority in order to get matters straight in his mind. Nobody's memory can retain everything one ought to know about Siam, about Ceylon, about coffee-raising, about a hundred other things and places and peoples, all of which are treated by specialists in an encyclopædia.

Among other books of reference a dictionary of dates is indispensable; so is a compendium of familiar quotations and a reader's hand-book. The very best attainable lexicon should be in some accessible spot where the children and young people may form a habit of consulting it whenever doubt arises as to the spelling, pronunciation, or precise shade of meaning of any word, whether a word in common use or one seldom heard. This is scholarly exactitude, not pedantry.

In a good and well-chosen home library there will by degrees enter separation and adjustment. One shelf will hold volumes of history, another will be devoted to biography, another to poetry, to travels, to essays. The book-loving boy or girl will insensibly acquire so intimate an acquaintance with the books that he or she can put a hand on any wished-for volume without long and bewildered search. The backs of the books will regard the family in a friendly fashion, and some, brown, fat, shabby, faded, much read, and often made the companions of daily life, will have an individuality never the portion of any but friends of the family.—*Harper's Bazar.*

STORIES FOR THE SCHOOL.

MISS WILTSIE tells us in her book, "The Place of the Story in Early Education," that the old stories fed the patriotism of the people, nourished the morals, and sustained the courage of men and women.

The story, if rightly used, will do as much for the child of to-day as for that of Greece and India centuries ago. It may be used in many different ways. Let the teacher read and the children reproduce. This makes an excellent exercise for language.

Devote the first fifteen minutes of each day to *telling* a good story or reading a chapter from some good book, and in a very short time you will find that tardiness and absence, which cause much annoyance in the country schools, have largely disappeared.

The very best way of teaching morals is by means of the story. Watch the school-room, the play-ground, each individual child, and if you observe anything that needs correcting, let the next day's story adapt itself to that point.

If you will make daily use of a story you will find this the best way of cultivating the imagination or adding to the

vocabulary—two essentials in a child's education. Try this, and you will find it so useful that you will never again get along without it. The following is a good one to begin with :

THE GOLDEN TOUCH.

A long, long time ago there was a very rich king, called Midas. This old king had a little daughter named Marigold, whom every one loved and whom the old king himself loved better than anything in the world except his gold; for I must tell you that King Midas was fast becoming a miser, and was heaping up in his dark cellar the most immense pile of yellow, shining gold that any one had ever seen. All he cared for the lovely crown he wore was that it was made of gold and precious stones.

There was a time, however, when this old king had loved all the beautiful things God had made, especially the bright flowers; and little Marigold had the prettiest, sweetest rose-garden ever seen, that the old king himself had planted for her, and which she loved better than all things else except her papa.

King Midas, however, kept loving his gold better and better, and soon the time came when he thought of nothing else, and spent all his time trying to add to the glittering heap in his dark cellar. Every morning he would go and look upon it, handle it, and wish there were more of it. He would spend whole days in this dark, damp, ugly dungeon where he kept his wealth; lock himself in and talk to and play with his gold, for by this time he had learned to love it better than anything else in the world, even his dear little daughter Marigold.

One morning he had locked himself into his cellar and was talking to his sparkling goblets and handling his bright, shining dollars, when suddenly he saw the queerest little man standing beside him. He was a tiny fellow, but had such a bright, happy face, the old king thought at once that he had come to do him a favor.

This queer little fellow soon began speaking and said, "You must be very happy, King Midas. You have piled up more gold than any one else ever saw."

The king said, "I have done pretty well, but to be happy I should have to live a thousand years and pile up gold all the time."

"I see you are not satisfied;" said the little stranger, "what can I do to satisfy you?"

King Midas thought a long time, then replied, "I should like everything I touch to turn into gold."

"Very well," said the stranger, "tomorrow when the sun rises you will be able to turn everything you touch into gold." The old king looked up quickly, but the little man had gone.

King Midas thought that day a very long one, and ever so many times during the night he waked to see if it were yet morning. At the first appearance of the sun he was ready for it. Eagerly, hardly daring to hope, he touched the curtain. Breathlessly he waited. It was, indeed, changed to his beloved gold. The power to change all things to gold was really his. He sprang from his bed and was soon busy touching everything within his reach. As he laid his hand upon one thing after another and saw it change to glittering gold, he could hardly contain his delight.

Very soon all around him was gold, bright gold, and the sun, rising higher and higher, shone in upon it and almost dazzled the old king with its brightness.

King Midas went to breakfast, touching everything as he walked, and laughing to see it change at once into gold. He thought of his little daughter, and said to himself, "She shall have the finest breakfast service of any little girl in the land." Then he touched cup, plate, spoon, and chair, and all their beauty was quickly changed into the same yellow gold.

The old king was well pleased and began his breakfast. But alas! The rich, brown coffee had no sooner touched his lips than it was changed to gold, but this time burning, blistering gold. The golden egg was gold sure enough, and the rich, mealy potato was a mass of gold that burned and scorched until he was forced to cry out in agony.

While he sat there dismally wondering how he was to get his breakfast, he heard little Marigold crying loudly. In another instant the door opened and she ran to him with her hands full of the roses she so loved, all turned to hateful gold; for King Midas, thinking to please his little daughter, had visited the rose-garden before coming in to breakfast.

King Midas, anxious to comfort her, and forgetting, alas! that all he touched must turn to gold, drew his little daughter to him and kissed her upon the cheek.

Instantly, but too late, he remembered. With what agony he waited! how he hated the very sight and thought of gold as surely, too surely, he watched the sweet, rosy face, always so full of affection, change to the glittering, yellow color with yellow teardrops standing upon the cheeks—the beautiful brown ringlets taking the same tint, the sweet little form growing hard, until no little daughter, but a golden statue, stood before him.

While King Midas sat in his agony of grief and despair he suddenly beheld the same little figure that had come to him the day before in his treasure-room.

He spoke at once to the king. "How do you like the Golden Touch?" said he.

"Take it away, take it away, I hate the very name of gold," cried the king, in agony. "I would not give a crust of bread, a cup of cold water, or one small dimple in my little daughter's chin for the whole big earth, if it were one lump of solid gold; but alas, none of them can ever be mine again!"

The old king looked so dreadfully unhappy that the stranger felt very sorry for him, and said. "King Midas, I will give you one more chance. If you are really tired of the Golden Touch, bathe in the river that flows back of your palace and it will leave you. If you have turned anything into gold that you wish changed back you have but to sprinkle it with water from the same river."

King Midas did not wait for another word. Snatching a pitcher that stood upon the table he ran with all speed to the river, watching as he ran the hateful yellow color as the earth changed to gold at every step. Never before did the old king take such a bath or so enjoy it; then filling his pitcher to the brim he sped back to his little daughter only stopping by the way to sprinkle a few of the roses, and laugh as he watched the dread yellow give place to the lovely red and pink.

When he dashed the water upon the golden statue his very heart was gladdened as he saw the rosy color come back to the dear cheek, and felt the precious arms clasp him about the neck.

Never again did King Midas wish for gold. In fact, he hated the very color of it, except as he saw it in little Marigold's ringlets, and was always contented with the beautiful things God has made for all of us, and his little daughter's love.—*Northwestern Journal of Education.*

PRIMARY SPELLING LESSON.

BY ELIZABETH SHARE.

A PLEASANT bright room; fifty children from seven to nine; a teacher who is earnest, and interested in her work. On a side black-board is this list of words: Calf, thief, wolf, pony, story, knife, wife, motto.

"First class face side board." Quietly and promptly the division seated on that side of the room turns toward the board where the spelling lesson is seen. "Children, I want you to tell me the word that means *more than one* of each of the objects these words name. As you give them, I will write them opposite these words on the board." "Charlie," the teacher simply says in answer to the score or more of hands that fly up to signify readiness to respond. With Charlie to start, rapidly others are called upon. In a marvelously few *seconds*, one might almost say, the second list is complete. Occasionally as she writes, the teacher puts in a note of warning. "See where the *i* is in this word." "Watch what I do with the *y* in this." "This word is one of the hard ones—look sharply."

The list completed—"We will look over this new list together. What will you remember about the word *thieves?*" "The *i* before the *e*." "Right. What about *stories?*" "The *i* in place of the *y* before *es*." "Yes." "O, Miss C—," exclaims one child, "there is an *es* at the end of every word!" Miss C— gives him due and glad credit for his discovery. Then she says, "Look silently at each word until its *picture* is in your mind." With intent faces the children *study* the words—one can see there is *thought* work being done. "Are you ready?" "Yes, Miss C—." In a flash the list of *plurals* disappears from the board. "Class, face. Take pencils. From the list of words on the board you may write the ones we just made and studied—work."

Shortly the slates are ready for inspection. We find a great many perfect ones. The mistakes were greeted with, "You will *watch* closer next time, won't you?" "You didn't *think* when you looked at the words."

What did the lesson illustrate?

First. Every lesson in spelling should aim directly at the formation of two habits, that of correctly seeing words and that of accurately reproducing them.

Second. The meaningless copying of words a certain number of times as preparation is usually a waste of time. Thoughtful copying may be of benefit, after the children have been trained by persistent daily efforts to make the exercise mean something.

Third. The reasons given to the children for failure were scientific. Nine-tenths of the poor spelling arises from lack of trained power to see words as they really are. If the perception is clear, the meaning will take care of itself.

As I watched the quietness, alertness, and interest of this class in even a spelling lesson, these words of Thackeray came to my mind:—

"Sow an act, reap a tendency; sow a tendency, reap a habit; sow a habit, reap a character; sow a character, reap a destiny."—*Intelligencer.*

GENERAL S. C. ARMSTRONG.

A MAN OF WONDERFUL RESOURCES, FAITH, AND ENERGY.

Let us therefore cast off the works of darkness, and let us put on the armor of light.—Romans xiii. 12.

AFTER General Armstrong, founder of the Hampton Institute for the training of Indian and Negro lads, passed away, it was discovered that he had left some important memoranda behind.

In one of these papers he gave his views concerning matters in which we are all interested. They are the views of a clear-headed, patriotic man, who looked the grave questions of life and death squarely in the face, and who found that the faith that he had formulated was quite sufficient for any emergency that could possibly arise.

We know nothing of the mental struggles through which he passed when constructing a moral basis for his life-work; but there is something appealingly pathetic in his statement:—"The shorter one's creed the better. 'Simply to Thy Cross I cling' is enough for me."

A grand and noble nature, throwing down the elaborate creeds of the ages, finding no use for them as a motive power in the activities to which he devoted himself with the ardor of a knight of the Middle Ages, and accepting the Cross and the necessity of clinging to it as all-sufficient for his purposes, presents a very curious and suggestive picture.

With the arm of an iconoclast he brushed aside every cold, stern and man-made dogma, searched through the crowd until his eyes fell on the great Personage of history, knelt at His feet to kiss the hem of His garment, and then went about God's work with the friendship of Christ in his heart.

It is said of Buffon that from the thigh bone of an extinct creature he could reconstruct the whole animal. In like manner we may say that if a man has the Cross and a desire to fill his life with the ideas which it represents, he has a whole system of theology in his soul. And if he is loyal to that Cross, this one little life will be filled with good deeds and holy thoughts. It is not the quantity of your beliefs, but the quality of them, that tells. A mighty conviction that you must make the world better for your living in it is more effective than a mere assent to all that Athanasius or Calvin ever uttered. When Armstrong said, "It pays to follow one's best light, to put God and country first and ourselves afterward," he left very little for any one else to say on that subject.

He knew that his hold on life was like "the spider's most attenuated thread," and that this physical condition indicated an early summons, but he looked at death with the same quiet smile with which he regarded life. With this difference, though, that while he knew all about the present, he had a great curiosity as to the future. He wondered what would be the state of his mind when he should get his first glimpse of the next world. "How will it all seem?" he asked himself, and then answered the question by saying, "Perfectly fair and perfectly natural, no doubt; we ought not to fear death, it is friendly."

Everybody, or at any rate those who are well along in years, has given more or less thought to this matter. We would like to feel that we shall wrap the drapery of our couch about us and lie down to pleasant dreams. But while we repeat Addison's words: "It must be so. Plato, thou reasonest well! Else whence this pleasing hope, this fond desire, this longing after immortality?"—we still have a secret dread, an inward horror, and the ghostly shadow of a doubt benumbs the soul. Then desperation takes the place of faith, and we are both unfit

to die and unfit to live. The man who dies with clenched teeth or clenched fists feels like one who is being buried by an avalanche. What must be must be, and since he is no coward he defies fate. But the man who, like Armstrong, knows that there is another world, and is even curious to get a glimpse of it, who believes that death will simply usher him from this antechamber of the King into the King's immediate presence, has something in his soul of such infinite value that all the diamond fields of Africa could not purchase it.

General Armstrong has laid us under obligations in his death as well as in his life. His words, his childlike faith, are as refreshing as a draught of water from a mountain stream on an August day. When his last hour came he gathered together the memories of his past, and with cheery voice cried "Ready!" to grim death. If one can do that, why not all?

MEMORANDA.*

Now when all is bright, the family together, and there is nothing to alarm and very much to be thankful for, it is well to look ahead and, perhaps, to say the things that I should wish known should I suddenly die.

I wish to be buried in the school graveyard among the students, where one of them would have been put had he died next.

I wish no monument or fuss whatever over my grave; only a simple headstone —no text or sentiment inscribed, only my name and the date. I wish the simplest funeral service, without sermon or attempt at oratory—a soldier's funeral.

I hope that there will be enough friends to see that the work of the School shall continue. Unless some shall make sacrifices for it, it cannot go on.

A work that requires no sacrifice does not count for much in fulfilling God's plans. But what is commonly called sacrifice is the best, happiest use of one's self and one's resources—the best investment of time, strength, and means. He who makes no such sacrifice is most to be pitied. He is a heathen, because he knows nothing of God.

In the School, the great thing is not to quarrel; to pull all together; to refrain from hasty, unwise words and actions; to unselfishly and wisely seek the best good of all; and to get rid of workers whose temperaments are unfortunate — whose heads are not level; no matter how much knowledge or culture they may have. Cantankerousness is worse than heterodoxy.

I wish no effort at a biography of myself made. Good friends might get up a pretty good story, but it would not be the whole truth—the truth of a life usually lies deep down—we hardly know ourselves — God only does. I trust His mercy. The shorter one's creed, the better. "Simply to thy cross I cling" is enough for me.

I am most thankful for my parents, my Hawaiian home, for war experiences and college days at Williams, and for life and work at Hampton. Hampton has blessed me in so many ways; along with it have come the choicest people in the country for my friends and helpers, and then, such a grand chance to do something directly for those set free by the war, and, indirectly, for those who were conquered; and Indian work has been another great privilege.

Few men have had the chance that I have had. I never gave up or sacrificed anything in my life—have been, seemingly, guided in everything.

Prayer is the greatest power in the world—it keeps us near to God. My own prayer has been most weak, wavering, inconstant; yet has been the best thing I have ever done. I think this a universal truth—what comfort is there in any but the broadest truths?

I am most curious to get a glimpse of the next world. How will it all seem? Perfectly fair and perfectly natural, no doubt. We ought not to fear death. It is friendly.

The only pain that comes at the thought of it is for my true, faithful wife, and blessed, dear children. But they will be brave about it all, and, in the end, stronger. They are my greatest comfort.

Hampton must not go down. See to it, you who are true to the black and red children of the land, and to just ideas of education.

The loyalty of my old soldiers, and of

* General Armstrong's "Memoranda," left to be read after his death, should be a legacy of inspiration to all who read them. We give below a carefully accurate transcript of his original manuscript. They do well to call him "Great-heart" at Hampton. He was a man of wonderful faith, and energy, and of unfailing resources. And he lived always "as seeing the invisible."—ED.

my students, has been an unspeakable comfort.

It pays to follow one's best light;—to put God and country first, ourselves afterward.

Taps has just sounded.

S. C. ARMSTRONG.

Hampton, Va., New Year's Eve, 1890.

TALKING.

BY CARRIE NORTON.

ONE of the most troublesome questions of school discipline is this matter of talking. How can I prevent talking in my school? How can whispering be regulated among my pupils? are questions asked daily. Let us vary the question somewhat, and put it in this form: How can we, the teachers, keep from talking too much in school?

This matter was brought forcibly to my mind by a conversation I overheard in the cars. It was between two young ladies, who were, judging from their conversation, teachers in our public schools, and interested in their work. Just before one of them left the train she said in an earnest voice to the other: "We teachers do too much talking. We explain things too much to our pupils."

She had made an important discovery, and one that every teacher should take heed to. Teachers do very often talk too much in the schoolroom. We talk too much in recitation. This habit can be acquired until the teacher, without being conscious of the fact, will give the greater part of the lesson. Many of the questions asked by the teacher contain from eight to ten words, possibly more. Many of the answers given by the pupils consist of one word, unless a complete sentence is required. Then the sentence is formed from the teacher's question. How may this be avoided? By not asking leading or direct questions. By giving the pupils topics to discuss.

Another way in which a teacher can talk too much in class is by repeating the pupil's answer. Are not recitations similar to the following familiar to us all?

Teacher—"John, what ocean east of North America?"

John—"The Atlantic Ocean."

Teacher—"Yes, the Atlantic Ocean is east of North America. Thomas, what gulf south of the United States!"

Thomas—"Gulf of Mexico."

Teacher—"Yes, the Gulf of Mexico is south of the United States. Myra, what ocean north of North America?"

Myra—"The Arctic Ocean."

Teacher—"Yes, the Arctic Ocean is north of North America."

In this recitation the teacher said fifty-one words, the pupils nine. The cure for this is obvious. Don't acquire the habit of repeating the pupil's words. It is very unnecessary, it consumes time that could be put to a much better use, and it causes indifference in the class, for few boys and girls will listen to the pupil's answer when they know the teacher will repeat it.

A teacher can talk too much during the recitation by spending the time telling interesting incidents in connection with the subject. The indolent pupil loves a teacher of this kind. Not knowing his lesson, he assumes an air of interest, and asks his teacher a question or two about it. The teacher gets to talking, and, becoming interested and no doubt interesting, the class uses the entire recitation period. This is a positive injury to the pupils, for it prevents those who do study from recalling and telling what they know of the subject, thereby impressing it on their minds, and it screens the idle pupils who will not study if they can avoid it.

What can be done? Boys and girls like interesting stories about their lessons told to them, and very often it is the incident told by the teacher that associates different facts and helps the pupils to remember them. Finish the recitation first, allowing a few minutes at the close of the period for conversation, arranging beforehand what it will be worth while to say during those few minutes. Another way in which too much talking may be done is by the teacher repeating her own words. In dictating a language or spelling lesson, the sentence or word should be given plainly and once. In assigning a lesson the boys and girls should understand that it is assigned once, and that in class. This will cause the pupils to acquire the habit of attention, and will save the teacher's time and strength.

Some one says: "How *can* we talk too much to our pupils? How can we explain things too much to them? Our work is to teach, and how can we do that without talking?" Let us remember that pouring knowledge into a child as we

would pour water into a pitcher is not teaching. Rather draw out from the child's mind what he knows. Don't carry him. Let him stand on his own feet. Teach him how he is to go, but allow him to go himself.

A few words, a question, a simple illustration, will make a dark place plain to the child. He will think it over again, and will come to the class ready to tell what he has thought out himself, and with a mind strengthened and ready to go into new fields of thought and achieve more bloodless victories.

Fitch says: "Never tell a child what you can make that child tell you." Were this rule remembered and obeyed, it could never be said of teachers: "They talk too much.—*School Forum.*

LET HIM FIRST BE A MAN.

BY W. H. VENABLE, LL. D.

OF many passages that shine like gold in a cabinet of less precious ores in Rousseau's celebrated Essay on Education, the following is one: "According to the order of nature, men being equal, their common vocation is the profession of humanity; and whoever is well educated to discharge the duty of man cannot be badly prepared to fill up any of those offices that have a relation to him. It matters little to me whether my pupil be designed for the army, the pulpit, or the bar. Nature has destined us to the offices of human life antecedent to our destination concerning society. *To live* is the profession I would teach him. When I have done with him, it is true he will be neither a soldier, a lawyer, nor a divine. LET HIM FIRST BE A MAN; he will, on occasion, as soon become anything else that a man ought to be as any person whatever. Fortune may remove him from one rank to another as she pleases, he will always be found in his place."

The doctrine thus proclaimed by Rousseau had been announced centuries before by Plato, who says in the sixth book of the Laws that "a nurture perfectly correct ought to show itself able to render both bodies and souls the most beautiful and best." What is such a nurture but adequate preparation for the "profession of humanity?" This comprehensive view of the purpose of education is always held by those who march in the van of civilization. It is a general truth to inscribe on the ever-advancing banner of educational progress. Like the gospel of religion, it must be preached anew in every age.

The child is born into the world ignorant, feeble, plastic,—a mere lump of organized protoplasm—yet living and endowed with germs of all human powers—a potential man. His education begins with his first breath. His parents are his primary educators; they must nurture his body and nourish his mind. The cradle is the first room in the school of life. The kindergarten of home is the real preparatory department. Unless the child's early training, and the parents' ideas of the purpose of education, be correct, later teachers must work at great disadvantage. The father and mother give their child his constitution, his health, his habits. They call forth and direct the first motions of his mind, foster his tastes, set up standards for him, furnish his surroundings, determine his associations, advise him, control him. How important, then, that parents adhere to the best-known principles of education in dealing with their children, and in relations with those to whom their children are intrusted after they leave the nursery for the school-room. Right systems of education will be adopted by teachers if right demands are made by parents. Popular opinion determines the character of the schools. The best and wisest teacher in the world cannot bring his goodness and wisdom to the proof when the prevailing sentiment is against him, or not with him. Superior teachers need sympathy in their purposes and aspirations more than they need co-operation in the actual discharge of their duties.

The vital question is not what books to use, or what subjects to teach, or what classes to form, but what is the ultimate object of teaching? What do we want to do with or for boys and girls? What *is* education?

"Give our children a practical education" is the exhortation of many parents; and little miss and master in the infant grade "tackle" the schoolma'am with, "What good'll it do us?" The schoolma'am does not easily give little miss and master a satisfactory answer to their question. Nor does the superintendent find it possible to explain the utility of the course of study to the anxious, inquiring father, especially if the father be pertinaciously practical.

What good? What use? *Cui bono?* The old stumbling-block.

Suppose we permit the school-boy to erase from his schedule of studies all subjects that appear to him useless, how much is left? The boy cannot know what he needs. The chances are he is prejudiced against all studies that tax his pleasure and freedom. He obeys the call of his blood, not the sedate voices of forethought and wisdom. If our extremely practical philosopher advises the lad, the advice and argument may be something like this: "Of what advantage is it to study geography? The ignorant emigrant is carried over the sea as safely and swiftly as are Ritter and Guyot with all their grand conceptions of continents and seas. Tea comes to us from China whether we know where China is or not. And what real benefit can you get from grammar? So long as you make your meaning understood, who cares whether verbs agree with their subjects or not, or that there are such things as verbs and subjects? Again, why waste time in learning the $x+y$ of algebra? Who keeps accounts in algebra? Will reading history provide you food, or pay debts, or cure cholera? Why, even reading, writing, and arithmetic are of very little practical use. You will generally hear the news told, and may avoid the trouble and expense of a daily paper. Your 'mark' will secure legal rights. You may calculate interest and add up sums in your head. Common sense is all the education you need. My father never went to school a day, and yet he became a rich man. Learning spoils a man for business."

Such is the absurd logic, pushed to the extreme, of a certain class of self-styled practical men, when they talk about education. Nor is our imaginary case much overdrawn. There are hundreds of well-to-do men and women, of average intelligence, who act as if they really esteem education in the abstract as a sort of evil, or, at best, an unnecessary good. They seek schooling for their children, not from a conscious belief that schooling is in itself valuable, like money, and land, and office, and respectable family connection, but because custom compels them to send their boys and girls to school. They seem to begrudge the time and money spent in education. And, therefore, cheap and rapid transit through schools is much in demand. If thorough education takes time and labor, let us have a superficial education that looks like the genuine article. Walnut and mahogany are expensive—will not veneer answer every practical purpose? veneer, or even paint, in imitation of the true grain?

The end of education is, indeed, practical, but the means to that end are not simple and easy. The making of a child into a complete man is a process requiring time, skill, science, and wisdom. The most *useful* knowledge, and the most valuable process of education, furnish facilities to aid the boy in his progress toward ideal manhood.

FOUNDATION AND SUPERSTRUCTURE.

The ardor of professional teachers is perpetually checked by the popular clamor for easy education, simplified education—education that anybody may obtain without study and use without skill. The call is for a commodity that no man can supply—a commodity that does not exist. Education is not an article that one may buy at a shop and carry away in a basket. The training and storing of the mind require a long process. It is a vital, cumulative, continuous effort. The results of education—the fruits—cannot precede the conditions that produce them. First the bud, then the blade, then the ear. The applications of power imply—power. Let the boy become a man, mentally, before expecting him to do a man's mental work. The whole object of the teacher should be to train the *man;* not the artisan, the merchant, the professor. To train the whole man—not the hand alone, the head alone, the heart alone.

Nature demands of the faculties disinterested activity. She is exacting, and will not pay until the work is done. The student shall not know the joy of victory until he conquers. He shall not overcome the hard problem until he has wrestled and strained with it. He shall not express a thought clearly before he has conceived it clearly. He shall not become a scholar without the probation of the student. He shall not be master except through the tasks of apprenticeship. He shall not be competent to do independent and special duties until he has enfranchised his faculties by discipline, and learned to distinguish the particular from the general. The school catalogues propose to fit boys for the duties of life. This is the legitimate work of preparatory schools, academies, and colleges. They are introductory to life

itself, not to stations in life—not to vocations. There is necessity of commercial schools for mercantile training, law schools for lawyers, medical schools for physicians, normal schools for teachers, theological schools for divines; but before all there is need of educational schools for men and women. The special school is supplementary or complementary to the general school. Neither is a full substitute for the other, though the training for life is the foundation of any training for a living. The person who is without the developed power that the fundamental training of his faculties gives, cannot make good use of the opportunities afforded by schools devoted to special objects. Every building, be it designed for residence or factory, castle or cathedral, requires a firm foundation. Solid stone walls first, deep laid and level. This lower work is much the same for all houses.

Well-grown wood makes reliable timber, and a stick of timber may be turned to various uses; it may be fashioned into a mast, a beam, a piano, a pulpit, an exquisite carving. But it must become timber first. Sap-wood cannot be wrought into durable forms. Time must elaborate the tissues of the tree.

Education in school is the building of basement walls—it is the growing of sound timber—it is the confirming of tissue, physical, mental, moral. The child must be educated because he is a man—to-morrow. He must be educated simply because he can be educated; because it is the nature of man to improve by culture. As Ruskin epigrammatically says, "There is an education which in itself *is* advancement in life."

This education, though it does not aim to fit men for any station, goes far to fit them for all stations. But not by special training for particular vocations. As John Stuart Mill puts it, "Education makes a man a better shoemaker, but not by teaching him to make shoes." Is this a hard saying? Cannot our practical philosophers see that education must educate before it can claim to have benefited its subjects? What is it that teachers, books, schools, studies, recitations, examinations, gymnasia, should be expected to do for youth? What does education bestow?

We answer, education gives general increase of power—discrimination, versatility, command. It gives each faculty habitual exercise of its function. No one knows his destiny—what he may be required to become, do, or endure—and if he neglects any power of body or mind it may be the very power he will have greatest need to employ at some important crisis. Predominant talents become more effective by general training. Though Pascal learns geometry by intuition, and Burns signs spontaneously as a bird, and Mozart's baby fingers know, untaught, every secret of the clavier, it does not follow that education is wasted on Pascal, Burns, and Mozart. The fine nature is the one most hurt by wrong, and most benefited by right culture. The highest achievements of genius depend somewhat upon the general strength and health of the faculties, as the perfection of a flower depends upon the condition of roots, branches, leaves, and all the other organs of the flowering plant. Wrong culture is ruinous, but right culture invariably adds to the gifts of nature. Educated genius is indomitable.

The more complete and extensive a man's education, the more able is he to accomplish whatever he undertakes. If he be naturally well endowed, and then thoroughly educated, failure can scarcely surprise him. Each part and power of man is educable. The educated hand is strong, steady, active, graceful, and sensitive. The educated eye is alert, telescopic, microscopic, discriminating, capable of many tasks, accomplished in many arts. The educated memory is comprehensive, unconfused, accurate, retentive, quick. The educated reason is ready, logical, tranquil, profound, masterly. The educated affections are tender, constant, vigilant to seek and do their office, beautiful, robust. The educated will is decisive, prompt, unwavering—immovable in its rest, irresistible in its god-like motion. An educated man is a grand congeries of organs and forces, material and spiritual, working together in health and harmony, mutually dependent, mutually helpful—many in one—subordinate only to Him who is Supreme. To educate a man is to give his hand, brain, and heart their maximum life, power, and facility. "Know thyself" is the theoretical end of education;—use thyself is the practical end. The Orient said *Know and be:* the Occident says Know, be, and do.

Practical education is not the knowledge of crafts, trades, and professions. It is not that which confers skill in the use

of this or that instrument; it confers upon man the right understanding and ready use of himself. That is a practical education, worthy of the name, which enables a person to maintain bodily health, strength, and comeliness; to command his own muscles and nerves; to employ his organs of sense with accuracy and effect; to adapt himself to outward physical conditions; to subdue unruly appetites; to compel the material world to yield most benefit at least expense. That is practical education which enables a man to transact miscellaneous business with ease and despatch; to preside with dignity at the called meeting; to perform the duty of trustee or guardian; to meet the requirements of family relations; to plan a house; to choose a book; to select a picture; to derive profit or pleasure from travel. Practical education introduces a man to mankind, and acquaints him intimately with himself. That is practical education which assists one to rise above prejudice, bigotry, partisanship, superstition, and conventional folly; to estimate himself and others with candor and correctness; to discern the significancy of actions and the tendency of opinions and events; to sift the speech of the demagogue; to vote for the right man; to advocate the best measure. That is practical education which educates a human being to think his own way to conclusions, and to express conclusions with forcible accuracy; to ask and answer questions pertinently; to generalize without vagueness, and to specialize without triviality; to marshal his mental forces for attack or defence in a sudden emergency as an able commander marshals his regiments.

Yes, practical education should make of each man the most that the limits of his constitution will admit. Education, like religion, offers a second birth to the soul. A good schooling regenerates the intellect, adding to the natural man an inestimable growth. The school is truly a second mother to nourish youth to manhood. Let the boy become a man. Then will he remain a man, not dwindle to a manikin nor lapse into a brute. Then may he trust himself and be trusted by his fellows. Then may he master the art of living, having served his rigorous apprenticeship. Then may he confidently meet the years, clasping their friendly hands as, one by one, they welcome him onward to success. For education helps to preserve body and soul from functional feebleness and decay. One of the sages of the Talmud declares that "As the wise grow old their minds become more substantial." When boys and girls grow restive in school, and over-anxious to escape the discipline of study, they should be reminded that the acquisitions of eighteen may prove the most precious resource of eighty.

YOUNG AMERICA AT SCHOOL.

The American boy considers himself a man at about the age of sixteen. To him the idea of remaining in school after his voice begins to change is preposterous. He will never consent to squander the prime of life in humdrum exercises with slate and lexicon. That sort of thing is for children, but men of sixteen must be doing for themselves in the arena of actual life. There is something pathetically ludicrous in this young American scheme of doing for self. How many, alas! have *done for themselves* by engaging prematurely in the tasks that should have followed practical education! 'Tis a delusive precept that urges youth to grasp frantically at the forelock of Time,—a capillary remnant much abused. *Time flies*, says the impatient father and more impatient mother, therefore our son must fly. Let us have a school on wings to bear him through an aërial course of study. The brief flight ended, the boy begins life. He esteems himself not only a gentleman and a scholar, but a man of business, a lion in society, a politician, a critic, a philosopher. He has graduated into the self-importance of inexperienced ignorance. He sits cross-legged before the Sunday newspaper, sucking cigarettes; he has a theory of "finance," and talks ironically on the "woman question;" he bluffs his seniors in conversation, and indulges in a thousand other manly performances.

Young America feminine is the counterpart of her precocious brother. She, too, is impatient—even more impatient of the school restraints, and longs to cast them off. She gets through the seminary before you supposed her through the Third Reader. Her mental acquisitions culminate in the graduating essay—thrilling production!—elegant flower of originality that blossoms, alas! only to exhaust the parent stock, which flowers so no more forever. After Commencement all study ceases, all reading drops excepting the lighter novels; even the piano lessons in-

termit, like the chills of a half-defeated ague. For is not Esmeralda's education finished? She finished that at school. And now Esmeralda is doing for herself. She is practically educated. She is accomplished. *She is done for.* She is ready to marry.

The eagerness of parents for immediate results in education defeats its purpose by communicating a feverish restlessness to the youth, who, instead of regarding their school duties as regular business to be discharged with fidelity, are constantly looking beyond their books to an imaginary "actual life" of business or pleasure. This illustrates exactly the national fault which Herbert Spencer criticised when he visited the United States. He observed as a general fact, "the American, eagerly pursuing a future good, almost ignores what good the passing day offers him; and, when the future good is gained, he neglects that while striving for some still remoter good." The dreadful delirium for early participation in what are called the actual affairs of life prevents all moderate living.

Actual affairs! What affair can be more actual than that of bringing youth to the state of manhood and womanhood? What business can be so important as the acquisition of power to do business? It is not education to send children through school, or send school through them. The pupil must absorb the school; must digest and assimilate the elements of knowledge and virtue. This takes time. The boys and girls who "go through" are sometimes diseducated: they lose their natural aptitude for the very pursuits which schools profess to fit them for. They go through and come out half-developed physically, not half-developed mentally, without established moral principles or power of self-government; without the strong armor of experience, or the sharp weapons of discipline, and, rushing into the conflict for subsistence, for preeminence, for riches, for happiness, they miserably fail.

WHAT IS A MAN?

"Let him first be a man." But what is a man? There are so many ideas and so few ideals. Some one relates that an English school-girl answered the question "What is the difference between man and brute?" by saying, "The brute is an imperfect beast; man is a perfect beast." Shall our education develop such an animal? What kind of man shall our American boy become before he begins the special duties of life? What shall be his preconceived notion of success? To judge by the Plutonic standards which many follow, success consists mainly in acquiring riches. "How much is he worth?" means not at all what is his intrinsic value, but how much money has he? If the power to pile up wealth is the chief end of school-training, being the chief end of man, then should the conscientious schoolmaster train his pupil to be sharp and shrewd and self-seeking. The boys should be taught to spell the word educate e-d-g-e-u-c-a-t-e, to give *edge* to the mind. He who would cut his way to the many-mansioned place of the millionaire must be a keen blade. But how if the young man don't want to be a money-maker? Perhaps, like Matthew Arnold, he would prefer the heaven of "sweetness and light" to the Eden of riches. When Arnold died his estate was valued at only a few thousand dollars, yet who shall say this great lifter-up of civilization was an unsuccessful man or that he left the world no rich bequest? Who will say that Agassiz, who whimsically said he had no time to waste in making money, was not a winner in life's battle? How beautifully other men drew golden swords for him that he might pursue the paths of conscience and so aid mankind! He needs must be about his Father's business. Or, take the case of Emerson, who, though he gained material fortune, did not seek it, but devoted himself to amassing a capital of thoughts and dreams—a millionaire of ideas.

> Planter of celestial plants,
> What he has nobody wants.

Is it the object of our schools, or should it be, to make Vanderbilts, or Arnolds, or Emersons? or to make Grants, or Gladstones, or Beechers? When we say, "Let him first be a man," do we have any particular man or class in view? Not at all. The shining lights of the world may serve to guide and illuminate all men; but each man must work out his own destiny self-impelled and directed by the inner lamp of individuality, or he can never become a "success" in any sense. It is wrong to deceive children or college students with the belief that the general training they receive from books and teachers will make them poets, or presidents, or railroad kings, or this or that. The knowledge, the study, the physical exercise,

the discipline of body and soul, which the school should afford, are to preserve an ideal type, not to differentiate a unit. First, the typical man, sound in body, sound in mind, endowed with the possessions which the wisdom of ancient authority and the prescience of modern reason have agreed to consider the BEST CULTURE, and then the practical man, exercising his special talent according to the bent of his will.

THAT NEW SCHOLAR.

IT was in the spring that the Williams family moved to ——. Leaving the old home at Eastville had been hard for all of them, but Mary felt that hers was the greatest grief, for she parted from the "dearest teacher in the world," and from the boys and girls with whom she had gone to school ever since the first proud morning when she left her babyhood behind, and started off with only the dignity becoming a six-year-old and a possessor of a slate and a First Reader.

Though she vowed she should never find another school like that, yet when on a certain May morning she started to school in N——, it was with an unrecognized expectation down deep in her heart, that she would find that schools were about the same everywhere. But alas! The teacher, Miss Stone, did not look at all like her heart's admiration, Miss Prince, for she surveyed the shrinking little girl critically, seemed to find her disappointing, and remarked to Mrs. Williams that she did not believe the child could keep up with the grade. Mary wilted visibly at finding herself at such a mental disadvantage. How she clung to her mother and dreaded to have her go! And what a sad, teary face it was that was lifted for the good-bye kiss!

The school had already begun, so when the teacher ushered poor little Mary in, she encountered the gaze of one hundred curious eyes. In fact, as she told her mother, it seemed as if the room were *all eyes*. How relieved she was when she could sink into her seat and feel at last that the terrible gaze was withdrawn. After she had recovered a little from her fright and began to listen to the recitation, she found it was history. Now that was her favorite subject, and she brightened up as she began to yield to the interest of the recitation. She was horrified at hearing Miss Stone say, "That new girl may tell us the result of the battle of Lundy's Lane." It would not have been so bad really, if the teacher had not called her "that new girl," but those true words brought a great sob of home-sickness into her throat. At the same instant fifty heads turned around and the one hundred curious eyes were focused upon one poor little frightened girl. She rose—she could think of nothing else to do—but—but what was the answer?—why couldn't she think of it?—she knew it once—how loud the clock ticked—no, that was her heart thumping—oh, if those eyes would only turn away, perhaps she could think—a half hour seemed to pass—finally she stammered, "The result of the battle of Lundy's Lane was that the South gave up slavery," then she dropped cold and trembling into her seat. She knew that the fifty faces smiled—not fifty-one, for Miss Stone seemed to find her too hopelessly dull to smile at—and then she heard a giggle on the right hand and a snicker on the left. At recess time Mary went out with the class—anything was better than the oppression of the schoolroom—but no one spoke to her, though she saw the girls whisper together while they frequently glanced at her. They were really trying to urge each other to speak to her, but of course she did not know that. The terrible morning finally closed, but a certain sad little girl could hardly keep back the torrent of tears until she got within the door of her own dear home. Her mother kissed her and soothed her as only mothers can, and back again little Mary trudged for the afternoon session of the inquisition. She was called upon in every recitation that day—sometimes she could blunder upon the right answer, but oftener could not. The next day a girl spoke to her. The third day her new acquaintance asked her to come and play "I spy" with the girls, and—well, you know the rest. Mary found out that the owners of the hundred curious eyes were not horrid boys and girls after all—she became attached to them, and fond of her school life—but she was never heard to call Miss Stone "the dearest teacher in the world."

At the end of a year, Mr. Williams was sent by his firm to look after their interests in another city, and thither the family must move. When Mary was told that they must leave N——, she said, "Oh, must I go to a new school?

Mamma, I can never go through that again. Whenever I have bad dreams, I always think I am going to a strange school and I wake up crying. Oh, I can't do it, mamma, truly I can't."

After they had moved, Mary purposely made herself very useful around the house, fondly hoping that she might prove so necessary that she would not be sent to school. Whenever school was mentioned, she would burst into tears and say, "Oh, I can't go, I can't go." But her mother was too wise and prudent to fail to do what was best, so one morn ing after breakfast she remarked quietly, "You may put on your hat, Mary, for I am going over to school with you." Mary knew the tone—it was no use to argue or protest.

After the Principal had examined Mary, she said, "Now, come with me and I will give you a teacher whom you can not help loving." She stopped at the door of a room and said, "Miss Lester, will you please step here a moment? I have brought you a new scholar, and I think you will like her." A pleasant voice said, "I know I shall," and a pair of kind gray eyes smiled down into Mary's uplifted blue ones. Then Miss Lester said, "For a day or two you may feel lonesome and strange, but you must be brave and plucky and you will soon feel at home, I'm sure." Mary inwardly resolved that she "wouldn't mind it a bit." Then Miss Lester added, "Now to-day I shall not call upon you to recite. You may just watch so as to learn our ways of doing things. Won't you come in a little while, Mrs. Williams, and see Mary's new school?" As they entered, two or three children glanced up at Mary, but instantly looked down again, for Miss Lester had told them so often that it was unkind to stare at a new scholar. Mary was so interested in watching Miss Lester and noting the new ways of doing things that she saw her mother rise to go but felt no special concern. It was such a blessed relief to know that she would not be called upon to recite. It seemed only a little while until the recess time came and Miss Lester came up with a curly-headed girl, saying, "Mary, I want to introduce Florence Wright to you, and I hope you two will be good friends. Now, Florence, take Mary out to the playground and introduce her to our girls and make her feel at home." Florence, proud of her trust, escorted Mary to the playground, and soon they were surrounded by a group of girls to whom the stranger was gravely introduced. One girl gave Mary half of a big red apple, another announced that she lived on the same street and would call for her in the afternoon, while all insisted that she go with them for wild flowers on the next Saturday.

After recess, when the school had reassembled, a certain fair-haired Alice came, slate in hand, and slipped into the seat with Mary, saying, "Miss Lester told me to come and sit with you while we worked examples, so you can see how we put them down. She said you may ask me about anything you don't understand, and if I can't explain it, then you are to ask her."

About noon, Mrs. Williams came to the door to meet her weeping daughter, but to her surprise, a happy-faced girl came bounding up the steps and as she hugged her mother, she said, "Oh there never was such a nice school! I know all the girls—and Flossie is coming to call for me this afternoon—and may I go to the woods next Saturday?—and oh, mamma, they didn't stare a bit, did you notice that—and isn't Miss Lester lovely?"—*Educational Courant.*

A PLAIN TALE OF 1893.

HEROIC deeds are not, as some apostles of the commonplace would have us think, lost to the world in these degenerate days. Nor yet are they so plenty that we can afford to let even one pass by unnoticed and unrecorded. Great disasters and arduous expeditions call them forth, and they are seen, too, in the daily current of events in the humblest walks of life. Often the heroes are unconscious of their own worth. But the chief value of such deeds is not in the glorification of the doer, but in the inspiration they give to the beholder, to the reader, to all who know of them. The news of Lovett Cameron's death recalls to mind many acts in his career as noble and as modest as the best in romantic annals; and there comes at the same time from the same Dark Continent a plain tale of plain men in this latest year of the era of commonplace, as thrilling as any saga of Odin and his heroes.

It was in Matabeleland, in Captain Wilson's fatal pursuit of the wily mon-

ster, Lobengula. The principal facts of that gallant but disastrous ride have already been made known. But an officer of one of the Matabele regiments, who himself led in the attack upon the entrapped Englishman, supplies in his own graphic phrases some details that can never be forgotten. "I, Machasha, induna in the Insuka regiment," he says, "tell you these things. We were six thousand men against your thirty-four. . . . They rode into the track and linked their horses in a ring, and commenced a heavy fire upon us, and our men fell fast and thick. We opened a fire upon them, and killed all their horses. Then they took to cover behind their horses' bodies and killed us just like grass. We tried to rush them. Twice we tried, but failed. After a time they did not fire so much, and we thought their ammunition was getting short. Then, just as we were preparing to rush again, they all stood up. They took off their hats and sang. We were so amazed to see men singing in the face of death, we knew not what to do. At last we rushed. You white men don't fight like men, but like devils. They shot us until the last cartridge, and most of them shot themselves with that. But those who had none left just covered up their eyes and died without a sound. Child of a white man, your people know how to fight, and how to die. We killed all the thirty-four. But they killed us like grass."

Not the Spartans at Thermopylae, nor the Guard at Waterloo, presented a spectacle of sublimer heroism than that handful of Englishmen, surrounded by savage foes more than a hundred to one, when the last cartridges were in their revolvers, standing up in full view of their slayers, reverently baring their heads, and singing "God Save the Queen!" Your latter-day materialist may sneer at it as fustian, or as mere brute desperation. It was neither. It was the sense of duty conquering the sense of fear. It was courage of soul triumphant over impending dissolution of the body. It was a "crowded hour of glorious life" that indeed was "worth an age without a name;" worth it, not only to the actors in it, but to the whole human race. Those men had no reason to think, and did not think, that their death-song would ever be heard by other ears than those of their destroyers. Their deed was not bravado, but modest, loyal duty. But their voices will henceforth live in countless throbbing hearts, and their valor make life and the world seem nobler to all their fellow-men.—*New York Tribune.*

THE EYE.

BY PROF. GEORGE WILSON.

IT is one of the prerogatives of man to have eyes. Many living creatures have none. The eyes which others—for example, the star-fishes—have, are merely sensitive points, dimly conscious of light and darkness, but not perceiving colors or distinguishing forms. The eyes of flies are hard, horny lanterns, which can not be moved about like our restless eyes, but look always in the same direction; whilst spiders, having many more things to look after than one pair of such lanterns will suffice for, have eyes stuck all over their heads, and can watch a trapped gnat with one eye and peer through a hole in their webs with another.

We are much better provided for than any of these creatures, although we have but two small orbs to see with. Think, first, how beautiful the human eye is, excelling in beauty the eye of every creature. The eyes of many of the lower animals are doubtless very beautiful. You must have admired the bold, fierce, bright eye of the eagle, the large, gentle brown eye of the ox, the treacherous green eye of the cat, waxing and waning like the moon as the sun shines upon it or deserts it, the pert eye of the sparrow, the sly eye of the fox, the peering little bead of black enamel in the mouse's head, the gem-like eye which redeems the toad from ugliness, and the intelligent, affectionate expression which looks out from the human-like eye of the horse and the dog. There are these and the eyes of many other animals full of beauty; there are none, indeed, which are not beautiful; but there is a "glory which excelleth" in the eye of man.

We realize this fully only when we gaze into the faces of those we love. It is their eyes we look at when we are near them and recall when we are far away. The face is a blank without the eye; and the eye seems to concentrate every feature in itself. It is the eye that smiles, and not the lips; it is the eye that listens, and not

the ear; it that frowns, not the brow; it that mourns, not the voice. Every sense and every faculty seems to flow towards it and find expression through it, nay, to be lost in it, for all must at times have felt as if the eye of another was not his, but he; as if it had not merely a life, but also a personality of its own; as if it was not only a living thing, but also a thinking being,

But apart from this source of beauty in which man's eye must excel that of all other creatures, as much as his spirit excels in endowment theirs, it is in itself, even when life has departed from it, and the soul no longer looks through its window, a beautiful and very wonderful thing. Its beauty is perhaps most apparent in the eye of an infant, which if you please we shall suppose not dead, but only asleep with its eyes wide open. How large and round they are, how pure and pearly the white is, with but one blue vein or two marbling its surface; how beautiful the rainbow ring, opening its mottled circle wide to the light! How sharply defined the pupil, so black and yet so clear, that you look into it as into some deep dark well, and see a little face look back at you, which you forget is your own, whilst you rejoice that the days are not yet come for those infant eyes, when "they that look out of the windows shall be darkened." And then the soft pink curtains which we call eyelids, with their long silken fringes of eyelashes, and the unshed tears bathing and brightening all! How exquisite the whole! How precious in the sight of God must those little orbs be, when He has bestowed upon them so much beauty!

But apart altogether from that beauty which delights the painter, the human eye is a wondrous construction. Let us glance for a moment at its wonderfulness. It is essentially a hollow globe, or small spherical chamber. There is no human chamber like it in form, unless we include among human dwelling-places the great hollow balls which surmount the Cathedral or Basilica domes of St. Peter and St. Paul. The eye is such a ball; the larger part of it, which we do not see when we look in each other's faces, forms the white of the eye, and consists of a strong, thick, tough membrane, something like parchment, but more pliable. This forms the outer wall, as it were, of the chamber of the eye; it may be compared to the cup of an acorn, or to a still more familiar thing, an egg-cup, or to a round wine-glass with a narrow stem. It is strong so that it cannot easily be injured; thick, so that light cannot pass through it; and round, so that it can be moved about in every direction, and let us see much better on all sides with a single pair of eyes than the spider can with its host of them.

In the front of the eye is a clear, transparent window, exactly like the glass of a watch. If you look at a face sideways, you see it projecting with a bent surface like a bow-window, and may observe its perfect transparency. The eyelids, which I have already spoken of as a curtain, may perhaps be better compared to a pair of outside shutters for this window, which are put up when we go to sleep, and taken down when we awake. But these shutters are not useless or merely ornamental through the day. Every moment they are rising and falling, or, as we say, winking. We do this so unceasingly that we forget we do it at all; but the object of this unconscious winking is a very important one. An outside window soon gets soiled and dirty, and a careful shop-keeper cleans his windows every morning. But our eye-windows must never have so much as a speck or spot upon them, and the winking eyelid is the busy apprentice who, not once a day, but all the day, keeps the living glass clean; so that after all we are little worse off than the fishes, who bathe their eyes and wash their faces every moment.

Behind this ever-clean window, and at some distance from it, hangs that beautiful circular curtain which forms the colored part of the eye, and in the centre of which is the pupil. It is named the iris, which is only another name for the rainbow; for though we speak of eyes as simply blue, or grey, or black, because they have one prevailing tint, we can not fail to notice that the ring of the eye is variously mottled, and flecked or streaked with colors, as the rainbow is. This rainbow-curtain, or iris, answers the same purpose which a Venetian blind does. Like it, it can be opened and closed at intervals, and like it, it never is closed altogether; but it is a far more wonderful piece of mechanism than a Venetian blind, and it opens and closes in a different way.

There is nothing this iris so much resembles, both in shape and mode of action, as that much-loved flower, the daisy.

The name signifies literally day's-eye, the flower which opens its eye to the day, or when the day dawns. Shakespeare, who saw all analogies, referring to the similar action of the marigold, in the morning song in Cymbeline, tells how

"Winking Mary-buds begin
To ope their golden eyes."

The Ettrick Shepherd embodies the same analogy in an evening song:

"When the blewart* bears a pearl,
And the daisy turns a pea,
And the bonnie lucken-gowan
Has fauldit up her e'e."

The daisy and the iris agree in this, that their opening and closing are determined by their exposure to light or darkness; but they differ in this, that the daisy opens widest when the sun is at its height, and shuts altogether when the sun goes down; whilst the iris opens widest in utter darkness, and closes so as to make the pupil a mere black point when sunshine falls upon it.

If we wish to observe this in our own eyes, we need only close them for a little while before a looking-glass, so that the dropped eyelids may shut out the day, when, like shy night-birds, the living circles will stretch outwards; and the pupil of the eye, like a hole which the sun is melting in the ice, will quickly widen into a deep, clear pool. If now we open our eyes, we see the rainbow-rings contract as the light falls upon them, and the dark pupil rapidly narrows, like the well-head of a spring almost sealed by the frost. But probably all have seen the movement I am describing in the eyes of a cat, where the change is more conspicuous than in our own eyes, and have noticed the broad iris spread out in the twilight, till the look, usually so suspicious, softened into a mild glance; whilst when pussy is basking in the sun, as she dearly loves to do, she shows between the frequent winkings only a narrow slit for a pupil, like the chink of a shutter or the space between the spars of a lattice-blind.

The endless motions of this living curtain, which, like the unresting sea, is ever changing its aspect, have for their object the regulation of the flow of light into the eye. When the permitted number of rays have passed through the carefully guarded entrance, or pupil, they traverse certain crystal-like structures which are now tobe described at some length.

*Speedwell (Veronica Chamædrys).

Behind the iris is a lens, as opticians call it, or magnifying glass. We are most familiar with this portion of the eye as it occurs in fishes, looking in the recently caught creature like a small ball of glass, and changing into what resembles a ball of chalk when the fish is boiled. This lens is enclosed in a transparent covering, which is so united at its edges to the walls of the eye that it stretches like a piece of crystal between them, and in front of it, filling the space dividing the lens from the watch-glass-like window, is a clear, transparent liquid like water, in which the iris floats. The lens is, further, set like the jewel stone of a ring, in what looks, when seen detached, like a large sphere of crystal, but which in reality is a translucent liquid contained in an equally translucent membrane, so that the greater part of the eye is occupied with fluid; and the chamber, after all, which it most resembles, is that of a diving-bell full of water. Lastly all the back part of the eye has spread over its inside surface, first a fine white membrane, resembling cambric or tissue paper, and behind that a dark curtain, so that it resembles a room with black cloth hung next to the wall, and a white muslin curtain spread over the cloth. The curtain, or retina, seen alone, is like a flower cup, such as that of a white lily, and like it ends in a stem which anatomists call the optic nerve; the stem in its turn, after passing through the black curtain, is planted in the brain, and is in living connection with it.

Altogether, then, our eye is a chamber shaped like a globe, having one large window provided with shutters outside, and with a self-adjusting blind within. Otherwise it is filled with a glassy liquid, and has two wall papers or curtains, one white and the other black.

How small this eye-chamber is we all know; but it is large enough. A single tent sufficed to lodge Napoleon; and Nelson guided the fleets of England from one little cabin. And so it is with the eye; it is set apart for the reception of one guest whose name is Light, but also Legion; and as the privileged entrant counsels, the great arms and limbs of the body are set in motion.

Within our eyes, at every instant, a picture of the outer world is painted by the pencil of the sun on the white curtain at the back of the eye, and when it has impressed us for a moment, the black

curtain absorbs and blots out the picture, and the sun paints a new one, which in its turn is blotted out, and so the process continues all the day long. What a strange thing this is! We speak of seeing things held before our eyes, as if the things themselves pressed in upon us and thrust themselves into the presence of our spirits. But it is not so; you no more, any one of you, see my face at this moment than you ever saw your own.

You have looked betimes into a mirror and seen a something beautiful or otherwise, which you have regarded as your face. Yet it was but the reflection from a piece of glass you saw; and whether the glass dealt fairly with you or not you cannot tell; but this is certain, your own face you never beheld. And as little do you see mine; some hundred portraits of me, no two the same, are at this moment hanging, one on the back-wall of each of your eye-chambers, It is these portraits you see, not me; and I see none of you, but only certain likenesses, two for each of you, a right-eye portrait and a left eye portrait, both very hasty and withal inaccurate sketches. And so it is with the whole visible world. It is far off from us when it seems nearest. Darkness abolishes it altogether. The midday sun but interprets it; and we know it not in its original, but only in translation.

Face to face we shall never see this visible world, or gaze eye to eye upon it. We know only its picture, and can not tell whether that is faithful or not; but it cannot be altogether faithless, and we must accept it as we do the transmitted portraits of relatives we have never seen or the sculptured heads of men who died ages before us. On these we gaze, not distrusting them, yet not altogether confiding in them; and we must treat the outward world in the same way.

What a strange interest thus attaches to that little darkened chamber of the eye! Into it the sun and the stars, the earth and the ocean, the glory and the terror of the universe, enter upon the wings of light, and demand audience of the soul. And from its mysterious abiding place the soul comes forth, and in twilight they commune together. No one but Him who made them, can gaze upon the unveiled majesty of created things; we could not look upon them and live; and, therefore, it is that we see all "through (or rather in) a glass darkly;" and are permitted only to gaze upon their shadows in one small, dimly-lighted chamber. But shadows as they are, projected upon the brain and left for the spirit to interpret, and differing as doubtless they often do, as much from the realities which they represent as the rainbow—although it is the sun's picture of itself—differs from the sun, yet, perhaps, like the rainbow, they are not seldom more beantiful than the objects which produce them, and whether or not, these shadows are for us ambassadors from the material world, bringing with them credentials which we cannot call in question, and revealing all that the powers of nature, of which they are the viceroys, choose to tell us. We cannot, therefore, but welcome them as visitants from another world, who may deceive us if they are so minded, but only by so acting that we shall not discover the deceit. An undiscovered deceit, however, is at worst a mystery, and an unsuspected deceit is in effect a truth; and by no logic can we cheat ourselves into discrediting the shadowy figures, which within the amphitheatre of each eyeball repeat in exquisite pantomine their allotted fifth part in the Drama of the Universe.

There is nothing for it, and let us be thankful for that, but with childlike faith and adoring wonder to welcome every light-born messenger who visits our eyes, as one who comes of his own free will, not of our compulsion; not to take but to give; not to give once, but again, and most largely to him who uses best what already has been given; not to deceive or distress, but to instruct and delight us; to show us the beauty of Nature, and to teach us the wisdom of God.

What a reverence thus attaches to every living eye! What memories belong to it! We preserve from destruction human buildings, or even single chambers, because some one great event happened within their walls, or some solitary noble of our race dwelt in them. John Knox read his Bible in such a room, and Martin Luther threw his inkstand at an evil spirit in such another; Mary Queen of Scots wept over her breviary in a third; Galileo was tortured in a fourth; Isaac Newton tracked the stars from a fifth, and Shakespeare laid him down to die in a sixth; and, therefore, we preserve them —and how justly! and go long journeys to visit places so sacred.

And a similar sacredness belongs to

that dim cell where the two most conflicting of unlike existences, the dead world of matter and man's immortal soul, hold their twilight intercourse and make revelations to each other.

When I think, indeed, of that windowed little cottage which hides under the thatch of each eyebrow, and spreads every moment on its walls pictures such as Raphael never painted, and sculptures such as Phidias could not carve, I feel that it can with justice be likened to no earthly building, or if to one, only to that Hebrew temple which has long been in the dust. Like it, it has its Outer Court of the Gentiles, free to every visitant, and its inner chamber where only the Priests of Light may come; and that chamber is closed by a veil within which only the High Priest, LIFE, can enter to hold communion with the spiritual presence beyond.

EDITORIAL DEPARTMENT.

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"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

N. C. SCHAEFFER. - - - - J. P. McCASKEY.

WE desire to call especial attention to what Prof. Wilson has to say of the eye. In point of style there is nothing superior to it in the whole literature of pedagogy. Teachers can use it in the instruction of their classes in physiology. This branch is studied during so many years of the child's life that there is danger of the results which Prof. DuBois-Reymond of the University of Berlin points out in connection with the pursuit of the Natural Sciences. "Natural Science," says this specialist in medical lore, "when its pursuit is one-sided, narrows the field of view. Under such circumstances it confines the glance to that which lies immediately at hand and within reach, to what offers itself as the immediate result of sense perception with apparently unconditioned certainty. It turns the mind aside from more general to less certain observations, and disaccustoms itself in the realm of the quantitatively indeterminate. In a certain sense we extol this as an invaluable virtue of science; but where it is exclusively dominant, the mind is apt to grow poor in ideas, the imagination in pictures, the soul in sensitiveness, and the result is a narrow, dry and hard mode of thought, deserted by the Muses and the Graces." The perusal of Prof. Wilson's elegant language, will stimulate the imagination and enlarge the soul through the study of so small an organ as the human eye.

For the teacher the study of the eye has a special value. We shall return to this phase of the subject in a future number of *The Journal.*

THE third annual Assembly (1894) of the Pennsylvania Chautauqua will open July 3d and close August 2d, at Mount Gretna Park, under the general direction of Chancellor J. Max Hark and his corps of able advisers and co-workers. This is a very attractive summer school. The sixteen-page catalogue for the present season is full and varied. It may be had by addressing Dr. J. Max Hark, Bethlehem, Pa. For rates of every kind, which are very moderate, etc., address Rev. E. S. Hagen, Lebanon, Pa.

IT was highly gratifying to his many friends in Pennsylvania, to learn that in the investigations conducted by the Trustees of Delaware College, Dr. A. N. Raub, the President of the institution, was fully vindicated.

THE Department of Pedagogy of the University Extension Summer meeting for 1894, will hold its sessions at the University of Pennsylvania, in Philadelphia, from July 2d to July 28th. This educational conference will give special attention to the study and discussion of Herbartian pedagogy and practical educational problems. Among the lecturers and leaders in these discussions are some twenty or more of the foremost educators of the country. Teaching pupils to think is the chief aim of education. A course of five lectures, dealing specifically with this topic, will be delivered by Dr. Nathan C. Schaeffer, State Superintendent of Pennsylvania: 1. On the Nature of Thinking. Analysis of the Maxim "Make the Children Think;" 2. On Thinking of Things and in

Symbols; 3. On Furnishing the Materials of Thought: The Formation of Basal Concepts in the Different Branches of Study in a School Curriculum; 4. On Furnishing the Instruments of Thought, Common Language, Technical Forms, Mathematical Symbols, etc.; and 5. On Methods of Stimulating Thought.

The inaugural lecture will be delivered Saturday evening, June 30th, by Richard Watson Gilder, editor *Century* Magazine. Registration in Pedagogy Department, ten dollars; inclusive ticket, admitting to all departments of Summer Meeting, fifteen dollars. Instruction in other departments in Literature, Science, Architecture, Music, History, Civics, Economics, and Mathematics. For schedule of hours and information concerning any of the departments, address Edward T. Devine, director, Fifteenth and Chestnut streets, Philadelphia. The entrance to University Extension Office is No. 111 S. Fifteenth St.

SOME weeks ago it came to the ears of several friends of Franklin and Marshall College, that the magnificent Teubner edition of the Greek and Latin authors, belonging to the late Dr. E. E. Higbee, was for sale. Quietly they set to work to raise a purchase fund by subscription, for the purpose of donating the entire set to the College library. The full amount was secured, and the books have been moved to their new home. The donation is considered a very valuable addition to the growing library of Franklin and Marshall College.

THE second Arbor Day this year was celebrated in Philadelphia by the school children generally. In West Fairmount Park a number of memorial trees were planted, with appropriate ceremones, by the Pennsylvania Forestry Association, one each in honor of General Meade, George W. Childs, John Welsh, Dr. D. Hayes Agnew, Ex-Governor Hartranft, Furman Sheppard, Dr. J. P. Lundy, Dr. Joseph Leidy and Thomas Meehan. In the evening there were addresses appropriate to the day in the lecture hall of the Academy of Natural Sciences, In Harrisburg there was a grand demonstration at Reservoir Park. All the city officials, members of Councils, Board of Control, and thousands of school children, took part in the exercises and in the tree-planting. The orator of the day was District-Attorney Detweiler. One hundred and fifty trees were planted. The music of the band enlivened the occasion. Carlisle celebrated the day in grand style, and its observance elsewhere in Pennsylvania shows that trees and tree-planting are growing more into the thought of the public. The new Normal School at East Stroudsburg, "made a day of it," planting trees on the school grounds, Hon. R. F. Schwarz making the formal address. We have also from Prof. F. H. Shaw, principal of the schools of North East, a very interesting report of how the day was observed in that progressive town on the shore of Lake Erie.

THE ceremonies connected with the laying of the corner-stone of the fourth school building in Bristol, Bucks county, were held May 16th. Mr. John K. Weidman, President of the School Board, made an excellent address. Among those in attendance was an old gentleman who was secretary of the Bristol School Board from 1837 to 1853, who, as Mr. Weidman expressed it, "having witnessed the passing away one by one of nearly all his friends and associates of that generation, still lives to recall, in the tranquil hours of serene old age, his early and late interest in our public schools, an interest as sincere as it has been earnest and unflagging—the venerable William Kinsey, who honors us with his presence to-day."

THE editor of *Our Dumb Animals*, who has been sending his excellent paper to colleges "and by the offer of $700 in prizes and otherwise has tried to call attention to the importance of a higher moral and humane education in all our higher institutions of learning," seems, says the *New Era*, to have become disgusted with the outcome of his humanizing labors in that direction. We agree heartily with our contemporary in pronouncing it "the right talk," when he says:

"If the recent outrages in Cornell, Dartmouth, Amherst, Williams, Brown, Tufts, Yale and others, involving in many cases large numbers of students, and sometimes whole classes, and resulting, as some of them have, in kidnapping, murder, destruction of property and danger to life, cannot be stopped otherwise, we think all good citizens will agree that the time has come when our criminal laws should be enforced as vigorously

against college students as against other criminals, and when every college president should say, as Dr. Wayland once said to the trustees of Brown University: 'Gentlemen, my resignation is at your disposal at any moment; but if I remain here I am going to have good order, if I expel every student in the University'—and he had it.

"The education which will send out doctors, lawyers, teachers and editors to bless the world and make it happier, is a good thing—but the education which leads young men to defy the laws of humanity and the land, is as deadly as the Upas tree to all who come within its poisonous influence. Better, far better that our boys should never enter a college, than be subjected to influences and companions there which imperil their friends, their country, and their own immortal souls."

THE Bucks County *Gazette* for May 17th says: "Some of the pupils attending the first ward school in Lambertville are becoming so unruly that the teachers, who are all women, can do nothing with them. The school is composed largely of Italian and colored children, ranging from six to ten years. A few days ago a colored boy by the name of Willie Smith stepped up to little Reba Naylor and told her he was going to fix her so she could not attend the Arbor Day exercises. He had a bow and arrow in his hands, and aiming at her let the arrow fly. It struck her in the eye, and almost crazed with pain she ran home to her mother. She suffered terribly until Monday morning, when her father took her to the hospital at Trenton, where it was found necessary to have the eye taken out."

THE Pennsylvania Commission of Soldiers' Orphan Schools announce that the annual examination of the schools will be held on the several dates as follows: Harford, June 5th and 6th; Uniontown, June 12th and 13th; Chester Springs, June 19th and 20th. They will be conducted by members of the Commission and the Inspectors, who will be accompanied by the manager of each school. Military drill will form a feature of the examination, and will be under the supervision of Colonel Frank J. Magee, Eighth Regiment, National Guard of Pennsylvania. The examinations will be public, and the managers of the several schools are requested to invite the presence of superintendents, directors and teachers of common schools, members of the Grand Army of the Republic, old soldiers and sailors, members of the Legislature, judges of the courts, clergymen, editors and such other citizens of the several localities as have interested themselves in the work of education as conducted in these schools. Classes should be in readiness and arrangements perfected, so that they can commence promptly at 9 a. m. on the days named. The school term of this year will close on Saturday, June 30th, and the next term begin Monday, September 3d.

IN the last number of the *Colorado School Journal*, Prof. George W. Combs, of Arlington, Colorado, writes: "I have often heard the question, 'Why is the northern boundary line of Delaware circular?' and as often have wondered myself. So last December I addressed a letter to the Superintendent of the city schools at Wilmington asking him for an explanation. I enclose to you his reply. Doubtless it will be of interest to many teachers and others." It will also be interesting to many persons in Pennsylvania, and we take pleasure in transferring Supt. Harlan's letter to the columns of *The Journal*, as follows:

Dear Sir: In reply to yours of the 20th: On the 21st day of August, 1680, the Duke of York, brother of Charles II. of England, made and delivered to William Penn an indenture of lease for the term of ten thousand years for the town of New Castle and the land and river about the same within the twelve-mile circle surrounding it. The line thus established became the dividing line between Penn's territory known as Pennsylvania and the "three lower counties on the Delaware," now the state of Delaware. The grant to Penn of the town of New Castle and the twelve miles around that town was a separate grant from the territory that is now Pennsylvania.

My authority for the above is a paper prepared by Judge Houston of this state and published by the Delaware Historical Society.

Yours truly,
D. W. HARLAN.

NEAR Fourteenth street, on the east side of Fifth Avenue, New York, is a handsome building, which was once one of the most elegant residences on the street. It is into this building that the Andrews School Furnishing Company have moved from No. 76 Fifth Avenue,

which is located directly across the street. All that is best in school furnishing goods finds ample representation. There are enough globes to make several solar systems, and blackboards of all sorts and conditions. They have not been at all bashful about letting people know where they are, and have "put their name above the door" in the shape of a black and gold sign 40 feet long by three feet wide.

THE STATE ASSOCIATION.

THE meeting of the Pennsylvania State Teachers' Association to be held in Media, July 3d, 4th and 5th, promises to be very interesting and practical, as a glance at the programme in the May number of *The Journal* will show.

Media is beautifully situated on the central division of the Pennsylvania railroad, in the heart of Delaware county, which is noted for its fine farms, beautiful residences, and places of historic interest. Trains leave Philadelphia for Media nearly every half-hour, up to 11:43 p. m. Those using the Baltimore and Ohio railroad from the West should stop off at Chester, and there take the trolley cars for Media.

Fourteen miles east of Media is Philadelphia, with all its historical, art and literary attractions, to which Col. Passmore will call the attention of the Association in an interesting paper. Chester is five miles south. Here William Penn first set foot on Pennsylvania soil. The spot is marked by a small granite monument. In this city also may be seen the great ship-yards of the late John B. Roach —now under the management of his son, John B. Roach—who, by his energy and skill, did more for the navy of the United States than any other ship-builder, and made for the Delaware river the name of "The Clyde of America." Upland, adjoining Chester, contains a house built by William Penn of brick said to have been imported from England. Chadd's Ford is thirteen miles west of Media. County Supt. A. G. C. Smith has made favorable arrangements for an excursion to this point, so that the teachers of the State may have an opportunity of viewing the Brandywine battle-grounds and visiting the old Birmingham Friends' Meeting-house. Paoli, another historical spot, is about the same distance north, while a few miles beyond Paoli is Valley Forge, about which so much has been said and done during the last two years. What more choice historical centre could be selected for the meeting of the State Teachers' Association of Pennsylvania?

Those members of the Association who look forward to a trip to the seashore can make an enjoyable one on Friday, by taking the beautiful "Palace Steamer" Republic, at Chester for Cape May and return. The round trip costs one dollar. Those who prefer the cars can go to Atlantic City and return for $2.30, good for ten days; two-day trips at lower rates. Those who expect to go to the National Association at Asbury Park, should try to buy their tickets by way of Philadelphia, with the privilege of stopping off at Philadelphia; then upon presentation of a card order from Prof. L. S. Shimmell, Harrisburg, Pa., a return ticket can be bought for Media which will be good for the week of the State Association. Orders or any information as to railroad tickets may be had by addressing Prof. Shimmell, stating the railroads taken to reach Philadelphia and Media. Pennsylvania teachers and school officers especially should put Asbury Park and Media together this summer. It will be good to do now, and to recall hereafter.

EXCURSION TO CHADD'S FORD.

On the afternoon of July 4th a special train will leave Media about 3 o'clock for Chadd's Ford, where farm hay-wagons will be in waiting to take the members of the State Teachers' Association to the old Birmingham Friends' Meeting-house, a distance of three miles, and return. During this part of the trip the party will all the while be upon the historic grounds of the Battle of Brandywine. The meeting-house was used as a hospital during and after the battle, and the blood-stains of the wounded and dying may still be plainly seen on the floor. One or two very interesting collections of relics will be open for inspection. It is expected that Gilbert Cope, of West Chester, who is quite an authority on local history, will accompany the party and call attention to points of interest.

Hay-wagons sufficient to accommodate 250 people have been promised and applications for membership in the party will be filed as received, so that should there be more applications than conveyances, the first who apply will make up the party. Those who desire to go should

write Supt. A. G. C. Smith, Media, Pa., at once, so that everything may be planned satisfactorily.

The round trip will cost one dollar, and no one should miss this opportunity of visiting so interesting a spot, hallowed by the memory of such men as Washington and La Fayette, and many others less prominent.

A COUNTRY EDUCATION.

SOME years ago, the present writer, in an editorial for a Central Pennsylvania newspaper, on "The School and the Farm," invited teachers of country schools to make known any methods adopted by them to awaken in their pupils an interest in the phenomena of nature, and to impart to them knowledge useful in the business of the farm. No response was elicited. Apparently, the invitation failed to reach any teachers who had made such efforts, or the subject was not considered by them as worthy of discussion.

It is gratifying to any one convinced of the important bearing of this matter upon the efficiency of our public schools, to find that it is now engaging the attention of many thoughtful writers. *Public Opinion* (Washington, D. C.) gives an able argument from the *New England Magazine*, written by E. P. Powell, in favor of giving such instruction to both boys and girls as shall make farming "intelligent, interesting, and profitable." The Philadelphia *Ledger*, commenting upon the same article, makes some pertinent and suggestive remarks. "What," it asks, "are the country schools doing for agriculture, the farmer's calling? How many of those who have been educated in the schools of the real countryside, have seen a botanical, geological, or chemical textbook in use within them? How many of the country school-teachers are equipped, even in the most superficial way, to teach the rudiments of such studies? They are not found in the curriculum of the country school. Yet these sciences have an exceedingly intimate connection with agriculture, and a knowledge of them, sufficient for practical purposes, should be the ambition of the intelligent farmer. *The country schools educate men for clerks, for professions, and only incidentally for the farm.*" The writer has italicized the last sentence, which places a grave responsibility just where it belongs.

There is intellect and ambition among our young people in the country, as well as among those in the towns. But the objects upon which that intellect is employed, the aims toward which that ambition is directed, depend largely upon what is done for them within the walls of those unpretending buildings, the homes of the ungraded schools. There is more directive impulse given there than at any later stage of education. By the time the pupil seeks entrance at the college doors, if he ever does so, his ends are generally at least "rough-hewn;" and the spot where they take their shape is in the school of childhood. If it is desirable, then, that we should have intelligent and progressive farmers; that the art to which the whole world is and ever must be indebted for the continuance of its life should not be regarded as a serf-like employment, fit only for dullards; that talent, taste, and refinement should find their home in the domicile of the farmer and his helpmeet, it is the country school that must bring about these results.

But this is not an undertaking whose sole or even whose main responsibility rests upon the teacher. The Normal School instructor is concerned in it; so is the country School Director; and so, most of all, is the Farmer. It is high time that the bright boys of the farmer's family should no longer be culled out, and destined for city careers; while the slower and less ambitious children are afforded only such scanty opportunities as can be had in a school whose sordid remuneration tempts no man or woman of ability and experience to remain long in its service; and which is most likely open for only the minimum term prescribed by the school law. The farmer complains, and with good reason, that his children do not want to remain on the farm; but how far is this penny-wise, pound-foolish policy to blame for this?

Farmers, and the Directors whom they elect, would find the most generous provision for the education of their children the most profitable in the end. And no teacher ought to be employed in a rural school who is not a student and a lover of nature; who is not sufficiently versed in the sciences of botany, natural history, geology, and chemistry to lay a solid foundation, at least, for their thorough acquirement by the pupil, and not enough

of an enthusiast to impart to him some degree of interest in them. That teacher whose sympathies are all enlisted in professional, mercantile, or political affairs, the result of whose teaching will be to make the farmer's child restless and discontented with a quieter sphere, does wrong in applying for a country school, and ought never to be employed there.

And when the patrons and directors of country schools demand scientific instruction for their children, the Normal Schools will shape their curricula to meet the demand. By persistent and general effort in this direction, changes will be wrought whose beneficence it is not easy to estimate, placing the agriculturist and his vocation on a higher plane, increasing at once his rewards and his content.

THE NATIONAL MEETING.

NATIONAL EDUCATIONAL ASSOCIATION, ASBURY PARK, 1894.

THE next meeting of the National Educational Association will be held, as already announced, at Asbury Park, July 6–13, the Council July 6, and the General Association July 10.

Asbury Park is forty to forty-five miles from New York, and its beautiful beach is continuous with that of Long Branch, Elberon, Hollywood, Spring Lake, Sea Girt and Ocean Grove. Hotel accommodations are excellent, and the rates, at the date mentioned, very reasonable.

The partial announcement of topics and speakers already made, gives assurance of a profitable and interesting session, and with the superior attractions of the location, insures a large attendance. Complete programmes are given in the Official Bulletin, which may be had by addressing the Secretary of the Association, Irwin Shepard, Winona, Minnesota, or Mr. S. Sherin, Asbury Park, New Jersey. Among leading subjects and speakers in Department programmes are the following:

The National Council. Relation of Technical to Liberal Education, Dr. C. M. Woodward, St. Louis, Mo.

Professional and Technical Instruction in the University, Dr. N. M. Butler, New York.

Discussion of Report of Committee of Ten.

The Dogma of Formal Mental Discipline, Dr. B. A. Hinsdale, Ann Arbor, Mich.

The Psychology of Imitative Functions in Childhood, Dr. W. T. Harris, Washington, D. C., and Prof. Josiah Royce, Harvard University.

Co-ordination of Elementary Studies, Supt. L. H. Jones, Indianapolis.

Co-ordination of Studies in Elementary and Secondary Schools, W. H. Bartholomew, Louisville, Ky.

The French System of Moral Education, Dr. Joseph Baldwin, Austin, Texas.

Principles of Co-ordination for Elementary Studies, Dr. Chas. De Garmo, Swarthmore, Pa.

The Country School, Dr. E. E. White, Columbus, Ohio.

Kindergarten Department. The Psychology of Froebel, Caroline M. Hart, Baltimore, Md.

Life Principles in the Kindergarten, Annie M. Bryan, Louisville, Ky.

Necessary Relation between the Kindergarten and the Primary School, Lucy Wheelock, Boston, Mass.

Self-activity, Elizabeth Harrison, Chicago, Ill.

The Value of Organization, Sarah J. Cooper, San Francisco, Cal.

Related Development of Morality and Intelligence in the Kindergarten Idea, Mary McCulloch, St. Louis, Mo.

Secondary Department. Defects of the Secondary Schools.

Courses of Study and place in system of High Schools and Academies.

Laboratory Equipment and methods for teaching Natural Science.

Should any Modern Language but English be taught?

Should Latin be a required study?

Practical Discipline in the High School.

Special Training of High School teachers.

The Professional Spirit in the Secondary Schools.

Higher Department. The Future of the Smaller Colleges, Prin. John F. Crowell, Trinity College, N. C.

The Group System of College Studies, Prof. E. H. Griffin, Johns Hopkins University, Md.

Control of College Athletics by Faculty and Alumni, George Wharton Pepper, Esq., Philadelphia, Pa.

Student Co-operation in College Discipline, Pres. E. D. Warfield, Lafayette College, Pa.

The Amherst System, Prof. H. H. Neill, Amherst College, Mass.

Art Department. Art Education and Manual Training, J. Liberty Tadd, Philadelphia Public Industrial School.

Color in Public School Education, Mary Dana Hicks, Boston, Mass.

Perspective in Public School Education, D. R. Augsburg, Salt Lake City, Utah.

Elementary Art Education in Public Schools, W. Bertha Hintz, New York Art School.

Modeling in Public School Education, Elizabeth C. Kent, Minneapolis, Minn.

Business Education. Papers will be pre-

sented on the leading phases of the following topics:

Book-keeping, Practical Mathematics, Penmanship, English and Correspondence, Commercial Law and Civil Goverment, Shorthand and Typewriting.

Equally interesting topics will be presented by the Elementary, Normal, Manual and Industrial, and Music sections (programmes not yet received), by educational leaders in their respective departments.

OUR FORTY-THIRD VOLUME.

THE forty-third volume of *The Pennsylvania School Journal* begins with our next issue, the present number closing the current (42d) volume. Many subscriptions expire with the close of the volume. We shall be glad to have all who desire *The Journal* continued, to renew as promptly as may be convenient, so that it may be mailed without delay, and that the names of such Directors, Teachers, and other friends of education, may not be removed from our printed mailing lists, thus avoiding risk of errors in resetting them later on during the year. Our subscriptions begin quarterly with July, October, January, and April, but the beginning of the volume is, of course, the best time to subscribe. Especially is this true in the case of members of School Boards, the financial year of the School District and of the School Department and the volume of *The School Journal* being almost identical.

What this publication is, what it aims to do, or to aid in doing, and how well that aim is accomplished, our readers have ample opportunity for knowing. Its subscription rate is low, and its purpose is to give full value in every way possible to the reader. Its future must be judged by its past. The present volume contains more than five hundred and fifty double-column pages of matter of educational interest. We will continue to do what we can to make it worthy the generous support of the men and women of the State who are interested in the great work of education, and we shall be grateful for the encouragement and support which they see fit to give in the practical form of subscriptions ordered. If it is not convenient for Boards of Directors to send money with the order for subscription, *do not delay order on that account.* We will send *The Journal* as promptly on such order as if accompanied by the money.

ORGANIZING NEW BOARDS.

THE Act of April 22, 1863, requires that the School Boards shall organize "within ten days after the first Monday in June, in each year." As it is important that the new Boards should meet and organize promptly according to law, the old Boards should fix a time for holding a meeting for the purpose, and give due notice to the new Directors who have been elected.

Upon meeting for the purpose of organization, Directors should first elect a *temporary* president and secretary, and proceed to ascertain who are members, by having read the election returns placed in the hands of the old Board by the proper election officers. Disputed points concerning claims to seats must be disposed of. Questions arising out of tie votes must be settled. And when it is ascertained who are members, the Board is ready to organize *permanently* by electing a president, a secretary, and a treasurer. Those having a right to vote under the temporary organization are the Directors holding over and the persons duly notified of their election. Those entitled to vote in effecting the permanent organization are the Directors holding over and the persons found entitled to seats in the Board by their election. Among the items of business that should be attended to by the new Boards on the day of their organization, are the following:

1. Appoint persons to fill vacancies in the Board of Directors, if any such vacancies exist.

2. Receive the annual report and certificate from the old Board, whose duty it is to prepare these papers, attach the signatures of the officers of the new Board, and forward them to the proper County Superintendent for approval and transmission to the Department of Public Instruction. *This duty should not be neglected.*

3. See that any moneys in the hands of the old treasurer come promptly into the hands of the new officer.

4. Fix the time and place for holding the regular meetings of the Board.

5. Decide whether the Board will subscribe for *The School Journal* or not. A copy will be sent to the Secretary of each Board by order of the Department of Public Instruction, but the law permits and encourages all Boards of Directors to subscribe for one copy for each member

at the expense of the district. No Board can well afford to be without it, not only for its practical value, but also for its suggestiveness to thoughtful men who feel an adequate sense of the weighty responsibility that devolves upon them as School Directors.

The purpose of *The Journal* is to impart information to Directors, to awaken deeper interest in the schools, and to arouse greater effort in their behalf. Intelligent Directors know it to be suggestive in connection with the work of education, and not a few thoughtful men who read it regularly say they could not, as School Directors, afford to be without it if they paid the subscription price from their own pockets. The largely increased State apppropriation will, this year, enable many Boards more readily to subscribe. This is the only direct return which the Director can receive in recognition of his service to the public schools, and many who have made trial of *The Journal* say that no like sum of money can be expended by the Board, that will secure equal benefit to the school district. Twelve numbers are issued during the year. The volume (42nd) which ends with the present number contains more than five hundred and fifty (562) double-column pages of large size, and presents, for its low subscription rate, an immense amount of varied and interesting matter relating to the work of the schools, of value to the Teacher, the Parent, and the School Director.

GOOD NEWS FROM IOWA.

WE have just received from Hon. Henry Sabin, State Superintendent of Public Instruction of Iowa, the following: "Iowa to Pennsylvania, greeting! The bill enclosed herewith has passed both Houses and has been signed by the Governor."

It need hardly be said that this very good law is very good news from the noble State of Iowa, larger in area than Pennsylvania, and with a population of two millions. Let the crusade for decency and good morals, in connection with schools and school outhouses, go forward until the statute law of every State in the Union is, what it ought to be, outspoken and explicit in its requirements for the protection of the children.

Since writing the above we have received from State Supt. Sabin the circular to County Superintendents and School Boards, which contains the new law, with his comments upon it and instructions in regard to it, as follows:

AN ACT to amend Section 1729 of the Code of 1873, requiring Boards of Directors to provide and keep in good repair suitable water-closets or privies in connection with all public school buildings.

Be it enacted by the General Assembly of the State of Iowa:

That Section 1729 of the Code be amended by adding at the close of the Section the following:

It shall be the duty of the Board to give especial attention to the matter of convenient water-closets or privies for every school, and expenses incurred for such purpose shall be paid from the contingent fund of the district. On every school-house site not within an independent district including a city, town or village, there shall be provided and kept in good repair and in wholesome condition at least two separate buildings, which shall be located upon those portions of the site farthest from the main entrance to the school-house, and as far from each other as the surrounding conditions will warrant. In independent districts including a city, town or village, if it seems to the Board undesirable to build several outhouses, separate closets may be included under one roof; but where closets of this kind are outside the school-house, each closet shall be as effectively separated from any other as possible, and a brick wall, a double partition, or some other solid and continuous barrier, shall extend from the roof to the lowest part of the vault below, and a substantial close fence not less than seven feet in height, and at least thirty feet in length, shall separate the approaches to such out-door closets, for the two sexes.

To all School Boards in Iowa:

In our circular of March 5th, we stated that the General Assembly had under consideration a bill requiring School Boards to give the subject of suitable outhouses their especial attention. The Act printed above will become a part of the law on the 4th of July of the present year. It is a plain and simple enactment, mandatory in its nature, yet leaving most of the details to the discretion of the Board, insisting only that each Board take such action as is demanded by the necessities in the case, and compelling them to observe the essentials indicated clearly in the Act itself.

We feel that a most important duty is brought to your official attention. All connected with school work well know the need of having clean and comfortable outhouses. In no way is it within your power to provide more effectively for the

protection of the health and morals of the children under your charge, than to conscientiously carry into effect this law. We address you early, because we feel the great value of prompt action on your part in considering your needs, and in arranging your estimate for the contingent fund, so as to have the necessary means raised the present year. If you have already instructed your Secretary to certify the amounts under Section 1777, you can order him to recall the certificate, and at any time before the third Monday in May, make a new estimate, which will include the amount needed to enable you to comply with this new law. And when the taxes have been levied by your Board of Supervisors, you will have the right to anticipate their collection, and to issue orders on the contingent fund, which orders, after having been indorsed by the treasurer as required by Section 1824, will draw 6 per cent. interest. These orders may then be used to pay for the improvements made necessary by this act. But the expense, in most cases, will not be large. What is needed is careful and unceasing attention on the part of school officers and teachers.

There should be no occasion to urge upon you complete and cheerful compliance with this law. You should order an inspection of the schools in your district, and if an outhouse is found, as too many of them are, filthy, indecent, absolutely unfit for the resort of children from decent families, the changes required should be made without delay.

In many districts but one water-closet is used for both sexes. There should be two, as widely separated from each other as possible, and every means afforded to secure that privacy which tends to preserve and keep alive the sense of delicacy and modesty so essential to moral training in our schools. When the buildings have once been put in suitable condition, then you should hold your janitors, or the teachers when no janitor is employed, to a strict responsibility.

This subject has been too long neglected. The conditions in many districts are an outrage upon childhood. We shall look anxiously for the reports from your County Superintendent, transmitting the report of your secretary to him next September, as well as the special report on the subject made by the County Superintendent himself, to be assured that these abominable plague-spots, hot-houses of impurity and sin, have been banished from the grounds where our children assemble for moral as well as intellectual training.

HENRY SABIN,
Supt. Public Instruction.

Des Moines, April 10, 1894.

CULTIVATE THE MEMORY.

WE believe in clear, sharp, definite, accurate memory work. But let that which is committed to memory be worth learning and worth retaining. An interesting report of a discussion at Boulder, Colorado, which appears in the *Colorado School Journal*, has recently come under our notice. The question under consideration was, "In our endeavor to cultivate the powers of observation and reasoning to their highest possibilities, are we in danger of neglecting the cultivation of the memory?"

"Principal Smiley called attention to the fact that the strength of the memory depends largely upon the vividness and accuracy of the original images connected with the remembered fact; that these images arise in consciousness through the action of each of the five senses, and that the mental image is clearer and better retained in proportion as the attention is fixed at a given moment upon the image formed by a single sense. One, therefore, should hardly speak of memory as a single faculty to be cultivated, but as depending upon the cultivation of the various senses. In the cultivation of each of the senses there is a fairly well defined limit. For example, it is possible to cultivate the visual memory to such an extent that the increase or decrease of one-hundredth part of its length in a line drawn on the blackboard would be instantly detected. From this it would appear that the memory ought to be strengthened by everything that cultivates the powers of observation, and that this is one of the strongest arguments for the introduction of systematic instruction in natural science in the lower grades.

"Superintendent Gove fears loose and slipshod cultivation of the observing powers. Pupils are not held to that closeness and accuracy of observational work which alone is of much worth. There is need of a return to that system, under which most of us were taught, which required the accurate memorizing of certain portions of daily lessons.

Children performed tasks in former days which are deemed almost impossible to children of to-day. Ten years from now teachers would probably be doing the very thing that was done years ago in the way of judicious memory work.

"Superintendent Parker thought that in the earlier portions of number work the mistake is often made of dwelling upon the rational process rather than upon the ready recall of the visual images concerned in number combinations.

"Principal Beggs said the most important principle to bear in mind in the cultivation of the memory is the concentration of attention. Principal Knapp stated that he had been aware for five years that he had failed to require all that he should in the way of perfect repetition of certain portions of assigned tasks. He believes in work of this nature, for the closeness of attention required in the committing of memorized passages usually leads to much clearer understanding, and more rational study of all assigned tasks."

NEW SEMINARY BUILDING.

IN the year 1852, there was a packed audience in the old Court House, of Lancaster, situated in Centre Square, now occupied by the Soldiers' Monument. Speeches were made by Dr. John W. Nevin, Dr. Philip Schaff, Bishop Bowman and James Buchanan, in favor of the project of removing the College and Theological Seminary, at Mercersburg, to the City of Lancaster. An old citizen of Mercersburg shortly afterwards dreamed that he saw Dr. Nevin come down Seminary hill with the Seminary building on his back. That man of giant power was bent on bearing the institution to Lancaster, and the Mercersburgers felt that he would have his own way. The prevailing sentiment was voiced by the colored hostler of the principal hotel in the place, who said, "Dar's no use; you can't get ober dat three-story head ob Dr. Nevin."

The college was removed and handsome buildings were erected for its accommodation. Later came the Theological Seminary, but for years it was without a home of its own. One year ago work was begun under the impulse of one who had been a bashful, blushing boy while he lived not many miles from old Mercersburg, and who was recently elected a professor in the institution by the Potomac Synod. During the year one hundred thousand dollars were raised for the erection and equipment of a new building, and the dedicatory exercises were held on Thursday, May 12th.

The completion of these buildings marks a new epoch in the development of Lancaster as a centre of literary, scientific and theological culture. The library building will have room for 50,000 volumes. And the blushing boy who realized the dream of Mr. McKinstry is now known as Rev. Dr. John C. Bowman, Professor of New Testament Theology in the Seminary of the Reformed Church in the United States.

GETTYSBURG.

THE encampment of the National Guard at Gettysburg this summer will attract much attention. Adjutant-General Greenland and other military officials of Pennsylvania have selected as the location for the division encampment the spot where Pickett and Pettigrew made their famous charge upon the Union lines on the third day of the battle. The ground is level and well adapted to the purposes of the encampment.

Most people in Pennsylvania do not know that there are more monuments on the field of Gettysburg than upon any other battlefield in the round world, either of ancient or modern times. Yet such is the fact. If this historic field were far away, or in a foreign land, it is not unlikely that it would be better known and more visited by Pennsylvanians. But it is here at home, and so we think little about it, our children hear little of it, and "Gettysburg" has too much the appearance of a "thrice-told tale."

Brethren, these things ought not so to be. Put this world-famous battle-field on your list of places to be seen during the coming summer, if at all convenient. Make yourself familiar with the topography of the region, and the movements of the troops on both sides on those three momentous days. Realize in some degree the tremendous results that hung wavering in the balance those fateful first days of July, 1863, as you walk with reverent step or stand with bated breath here and there upon that field of awful carnage, and glorious triumph—not only for the American Republic but for the human race, it may be, in all coming time.

THE COMMITTEE OF TEN.

QUESTION OF EDUCATIONAL VALUES.

THE report of the Committee of Ten on Secondary School Studies, appointed at the meeting of the National Educational Association held in July, 1892, at Saratoga, has attracted much attention, and its influence will be widely felt in the schools of the country. This committee consisted of the following well known educators: Charles W. Eliot, President of Harvard University, chairman; W. T. Harris, Commissioner of Education, Washington; James B. Angell, President of the University of Michigan, Ann Arbor; John Tetlow, Head Master of the Girls' High School and the Girls' Latin School, Boston; James M. Taylor, President of Vassar College, Poughkeepsie; Oscar D. Robinson, Principal of the High School, Albany; James H. Baker, President of University of Colorado; Richard H. Jesse, President of University of Missouri; James C. MacKenzie, Head Master of the Lawrenceville School, Lawrenceville, N. Y.; Henry C. King, Professor in Oberlin College.

"The recommendations of this report," says Commissioner Harris, "will draw the attention of great numbers of teachers to the question of educational values, and this will lead to a better understanding of what the pupil should study to gain the most from his work in school. In this respect I consider this the most important educational document ever published in this country."

The committee, after an extended preliminary discussion, decided to organize conferences on the following subjects: 1. Latin. 2. Greek. 3. English. 4. Other modern languages. 5, Mathematics. 6. Physics, astronomy and chemistry. 7. Natural history (biology, including botany, zoölogy and physiology). 8. History, civil government and political economy. 9. Geography (physical geography, geology and meteorology).

They also decided that each conference should consist of ten members. They then proceeded to select the members of each of these conferences, having regard in the selection to the scholarship and experience of the gentlemen named, to the fair division of the members between colleges on the one hand and schools on the other, and to the proper geographical distribution of the total membership. A list of eleven questions was adopted as a guide for the discussions at the conferences, which were held on December 28, 1892, each in a different city. Elaborate reports and recommendations are made by each of the ten conferences, a few of the more important features of which are given as follows:

Study of Latin.—An important recommendation of the Latin Conference is that the study of Latin be introduced into American schools earlier than it now is. They recommend that translation at sight form a constant and increasing part of the examinations for admission to college and of the work of preparation. They next urge that practice in writing Latin should not be dissociated from practice in reading and translating; but, on the contrary, that the two should be carried on with equal steps. The conference desire the schools to adopt a greater variety of Latin authors for beginners, and they give good reasons against the exclusive use of Cæsar's Gallic war.

Conference on Greek.—The Conference on Greek agree with the Conference on Latin in recommending the cultivation of reading at sight in schools, and in recommending that practice in translation into the foreign language should be continued throughout the school course. They urge that three years be the minimum time for the study of Greek in schools, provided that Latin be studied four years. They would not have a pupil begin the study of Greek without a knowledge of the elements of Latin. They recommend the substitution of portions of the "Hellenica" for two books of the "Anabasis" in the requirements for admission to college and the use of some narrative portions of "Thucydides" in schools. They urge that "Homer" should continue to be studied in all schools which provide instruction in Greek through three years, and they suggest that the "Odyssey" is to be preferred to the "Iliad."

Conference on English.—The Conference on English are of the opinion that English should be pursued in the High School during the entire course of four years, but in making this recommendation the Conference have in mind both study of literature and training in the expression of thought. To the study of rhetoric they assign one hour a week in the third year of the High School course. To the subject of historical and systematic grammar they assign one hour a

week in the fourth year of the High School course.

The Conference claim for English as much time as the Latin Conference claim for Latin in secondary schools, and it is clear that they intend that the study shall be in all respects as serious and informing as the study of Latin. One of the most interesting opinions expressed by the Conference is "that the best results in the teaching of English in high schools cannot be secured without the aid given by the study of some other language, and that Latin and German, by reason of their fuller intellectual system, are especially suited to this end."

Study of Words.—They say that the study of words should be so pursued as to illustrate the political, social, intellectual and religious development of the English race, and they urge that the admission of a student to college should be made to depend largely on his ability to write English, as shown in his examination books on other subjects. It is a fundamental idea in this report that the study of every other subject should contribute to the pupil's training in English, and that the pupil's capacity to write English should be made available and be developed in every other department.

An Elective Course in German or French.—The most novel and striking recommendation made by the conference on Modern Languages is that an elective course in German or French be provided in the grammar school, the instruction to be open to children at about ten years of age. The conference made this recommendation "in the firm belief that the educational effects of modern language study will be of immense benefit to all who are able to pursue it under proper guidance." They admit that the study of Latin presents the same advantages, but living languages seem to them better adapted to grammar school work. They plead that "all pupils of the same intelligence and the same degree of maturity be instructed alike, no matter whether they are subsequently to enter a college or scientific school, or intend to pursue their studies no farther." Finally, they declare that "the worst obstacle to modern language study is the lack of properly equipped instructors, and that it is the duty of universities, States and cities to provide opportunities for the special preparation of modern language teachers."

Teaching of Arithmetic.—The Conference on Mathematics were unanimously of opinion "that a radical change in the teaching of arithmetic was necessary." They recommend "that the course in arithmetic be at once abridged and enriched; abridged by omitting entirely those subjects which perplex and exhaust the pupil without affording any really valuable mental discipline, and enriched by a greater number of exercises in simple calculation and in the solution of concrete problems." They map out a course of arithmetic which, in their judgment, should begin about the age of six years, and be completed at about the thirteenth year of age.

Among several other recommendations is one that a course of instruction in concrete geometry, with numerous exercises, be introduced into the grammar schools, and that this instruction should, during the earlier years, be given in connection with drawing. They recommend that the study of systematic algebra should be begun at the age of fourteen.

Physics, Chemistry and Astronomy.—The Conference on the subject of Physics, Chemistry and Astronomy urged that the study of simple natural phenomena be introduced into elementary schools, and at least one period a day, from the first year of the primary school, should be given to such study. Apparently the Conference entertained the opinion that the present teachers in elementary schools are ill prepared to teach children how to observe simple natural phenomena. The Conference was clearly of opinion that from the beginning this study should be pursued by the pupil chiefly, though not exclusively, by means of experiments and by practice in the use of simple instruments for making physical measurements. The report dwells repeatedly on the importance of the study of things and phenomena by direct contact. It emphasizes the necessity of a large proportion of laboratory work in the study of physics and chemistry, and advocates the keeping of laboratory note-books by the pupils, and the use of such note-books as part of the test for admission to college.

Natural History.—The Conference on Natural History unanimously agreed that the study of botany and zoölogy ought to be introduced into the primary schools at the very beginning of the school course, and be pursued steadily, with not less

than two periods a week, throughout the whole course below the high school. In the next place they agreed that in those early lessons in natural science no textbook should be used, but that the study should constantly be associated with the study of literature, language and drawing. It was their opinion that the study of physiology should be postponed to the later years of the high school course, but that in the high school some branch of natural history proper should be pursued every day throughout at least one year.

History, Civil Government, etc.—The Conference on History, Civil Government, etc., believed that the time devoted in schools to history and the allied subjects should be materially increased. They declare that the teaching of history should be intimately connected with the teaching of English; that pupils should be encouraged to avail themselves of their knowledge of ancient and modern languages, and that their study of history should be associated with the study of topography and political geography, and should be supplemented by the study of historical and commercial geography and the drawing of historical maps. They desire that historical works should be used for reading in schools, and that subjects of English composition should be drawn from the lessons in history. They would have had historical poems committed to memory and the reading of biographies and historical novels encouraged. While they are of opinion that political economy should not be taught in secondary schools, they urge that, in connection with United States history, civil government and commercial geography, instruction should be given in the most important economic topics.

Geography.—The Conference report on Geography deals with more novelties than any other report, exhibits more dissatisfaction with prevailing methods, and makes, on the whole, the most revolutionary suggestions.

It is obvious on even a cursory reading of the report that geography means for all the members of this Conference something entirely different from the term geography as generally used in school programmes, Their definition of the word makes it embrace not only a descrip- of the surface of the earth, but also the elements of botany, zoölogy, astronomy and meteorology, as well as many considerations pertaining to commerce, government and ethnology. "The physical environment of man" expresses as well as any single phrase can the Conference's conception of the principal subject which they wish to have taught.

The entire report has for some time been under discussion in educational centres in all parts of the country.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, *June*, 1894.

THE annual written and statistical reports of the Superintendents should be on file in this department as early as possible after the close of the school year, and not later than July 1st.

The manuscript should be carefully prepared, written on one side only, and in length the written reports must not exceed six hundred words. As there are so many reports to be printed, brevity is very desirable.

In filling the blank form for the annual statistical reports, Superintendents will be careful to make these reports as complete and accurate as possible. Note carefully the statistical items called for, and place each item in the proper column and space designated for it, with the totals in all cases given plainly in the footings below.

NATHAN C. SCHAEFFER,
Supt. Public Instruction.

COLLEGE GRADUATES.

THE State Teachers' Permanent Certificate was issued April 26th and 27th, to graduates of colleges here named:

38. John A. Keys, McKeesport, Allegheny county, graduate of Washington and Jefferson College.

39. W. J. Alexander, Beaver, Beaver county, graduate of Lafayette College.

40. Calvin R. Neff, Millheim, Centre co., graduate of Franklin and Marshall College.

41. Rolandus Kocher, Flowerville, Columbia county, graduate Bucknell University.

42. Geo. E. Wilbur, Bloomsburg, Columbia county, graduate Dickinson College.

43. T. M. Morrison, Union City, Erie county, graduate of Allegheny College.

44. Mary E. Dawson, New Wilmington, Lawrence county, graduate of Westminster College.

45. Milton J. Kramlick, Allentown, Lehigh county, graduate of Muhlenberg College.

46. W. W. Kelchner, Williamsport, Ly-

coming county, graduate of Bucknell University.

47. C. C. Williamson, Sharpsville, Mercer county, graduate of Thiel College.

48. Charles E. Lord, Franklin, Venango county, graduate of Dartmouth College.

49. Fred J. Turnbull, Oil City, Venango county, graduate of Colgate University.

50. J. D. Trussell, Claysville, Washington county, graduate of Washington and Jefferson College.

51. C. N. Heller, Greensburg, Westmoreland county, graduate of Franklin and Marshall College.

In April No., No. 30 should read "Angelia Hambleton, Swarthmore, Delaware county, graduate of Adrian College, Michigan."

COURSE OF STUDY.

THE Elementary Course of Study for State Normal Schools, adopted by the Principals of the several Schools at a meeting held at the Department of Public Instruction in Harrisburg, February 3d and 4th, 1886, and revised March 16, 1893, is as follows:

JUNIOR YEAR.*

Pedagogics—Elements of School Management and Methods.

Language—Orthography and Reading; English Grammar, including Composition; Rhetoric; Latin, sufficient for the introduction of Cæsar.

Mathematics—Arithmetic, Elementary Algebra to Quadratic Equations; Plane Geometry, first two books.

Natural Sciences—Physiology and Hygiene.

Historical Sciences — Geography, Complete; History of the United States; Civil Government.

The Arts—Penmanship, sufficient to be able to explain some approved system, writing to be submitted to the Board of Examiners; Drawing, a daily exercise for at least twenty-eight weeks, work to be submitted to the Board of Examiners; Book-Keeping, Single Entry, a daily exercise for at least seven weeks; Vocal Music, elementary principles, and attendance upon daily exercises for at least one-third of a year.

Physical Culture.

SENIOR YEAR.

Pedagogics—Psychology, embracing the Intellect, Sensibilities, and Will. Methods; History of Education; Model School Work, at least twenty-one weeks of actual teaching daily during one period of not less than forty-five minutes; a Thesis on a Professional subject.

Language—The Outlines of Rhetoric, together with at least a fourteen weeks' course in English Literature, including the thorough study of one selection from each of four English classics; Latin, Cæsar through the Helvetian War.

Mathematics—Mensuration, Geometry.

Natural Sciences — Elementary Natural Philosophy; Botany.

Historical Sciences—Reading of General History with the History of Education.

The Arts—Elocutionary Exercises in connection with the study of English Literature.

Manual Training.

POST-GRADUATE COURSE.

The following is the Post Graduate Course of study, adopted February 4, 1891:

Mathematics — Solid Geometry; Plane Trigonometry and Surveying.

Latin—Three books of Cæsar's Commentaries; three books of Virgil's Æneid.

Pedagogics—General History, Moral Philosophy, Logic, Advanced Psychology, and Practice in Teaching.

Science—Chemistry, Zoölogy, and Astronomy.

Literature—A careful reading of Quick's Educational Reformers, Fitch's Lectures on Teaching, Payne's Contribution to the Science of Education, with written notes and criticisms. History of English and American Literature, with a careful study of four classics, with written notes and criticisms, and a course of General Reading.

*When one or more students are recommended by the Faculty for examination in six or more studies of the Junior Course, the State Board of Examiners will examine such candidates. All the candidates must be recommended in the same branches, and that examination will be final only in the school in which the candidate passes in all the branches selected.

NORMAL SCHOOL TRUSTEES.

THE following named gentlemen were appointed May 12th, 1894, by the State Superintendent of Public Instruction, to serve as trustees of the State Normal Schools:

Millersville—Dr. O. T. Huebner, Lancaster, and John S. Mann, Columbia, Pa.

Kutztown—Lewis Butz, Kutztown, and David H. Schweyer, Bowers, Pa.

East Stroudsburg—H. S. Rinker, Mauch Chunk, and A. W. Dickinson, Scranton, Pa.

Mansfield—David Cameron, Wellsboro, and Fred. M. Allen, Mansfield, Pa.

Bloomsburg—Charles W. Miller, Bloomsburg, and C. C. Peacock, Bloomsburg, Pa.

Lock Haven—Dr. R. Armstrong, Lock Haven, and S. M. McCormick, Lock Haven.

Indiana—W. J. Mitchell, Indiana, and John W. Sutton, Indiana, Pa.

Clarion—Gen. W. W. Greenland, Clarion, and J. W. Reed, Clarion, Pa.

California—H. S. Darsie, Uniontown, and Hon. Geo. V. Lawrence, Monongahela, Pa.

West Chester—Maj. L. G. McCauley, West Chester, and R. E. M. Evans, Norristown.

Slippery Rock—Hon. H. J. Gourley, Pittsburg, and John Buchanan, Beaver, Pa.

Shippensburg—Hon. H. C. Greenewalt, Fayetteville, and Henry R. Hauk, Shippensburg, Pa.

Edinboro—A. F. Moses, Edinboro, and H. C. Billings, Edinboro, Pa.

ITEMS FROM REPORTS.

ADAMS—Supt. Thoman: All the schools excepting those of Gettysburg are closed. A number of successful local institutes for teachers are now in progress at Abbottstown, Littlestown, Gettysburg, New Oxford, Hampton, Mummasburg, Bendersville, Arendtsville, York Springs and doubtless elsewhere, of which I have not been informed. A large number of our teachers are also in attendance at one or other of the State Normal Schools. This means progress. When teachers once see the necessity of properly fitting themselves for their work we may expect better results. In a few districts directors have not as yet complied with the requirements of the law relating to outhouses. It is hoped that immediately after the organization of the new Boards they will give this matter their prompt attention, in order to have all school-houses supplied with the necessary outhouse arrangements prior to the opening of school in the fall. The nine central examinations were conducted with great success and very satisfactorily to all concerned; 148 pupils were examined in 7th and 8th year's work. Of the latter grade the committees recommended 74 for graduation; of this number 66 presented themselves at the final examination. Diplomas were granted to 59 and certificates of scholarship to 7. This is our third graduating class since the adoption of the graded course of study.

BEDFORD—Supt. Potts: We have closed one of the most successful school terms the county has known. Of 299 teachers but three were changed. The commencement exercises were largely attended. On account of the unusual expense of supplying books not many districts will be free from debt; yet we feel that the law is a good one.

BERKS—Supt. Zechman: The Hamburg high school was examined during the month. The pupils of the county contributed $243 towards the erection of a monument to the memory of Conrad Weiser, the pioneer of the Pennsylvania German people.

BLAIR—Supt. Wertz: The commencement exercises of the schools at Bellwood, Roaring Spring, and Martinsburg were interesting and suggestive. The graduates at each place in the order named numbered 7, 7 and 6; sixteen girls and four boys. Arbor Day was appropriately observed by many of our schools.

CAMBRIA—Supt. Leech: Local normal schools are in session with a large attendance at Conemaugh, Scalp Level, Elton, Wilmore, Ebensburg, Chest Springs, Carrolltown and Mountain Dale.

CHESTER—Supt. Walton: The educational meeting held at New London, April 20th, consisting of two day sessions and one evening, was productive of an unusual amount of good. When these meetings can be called and held under the auspices of the School Board there is a gain in local interest which is exceedingly valuable. The arrangement of the outhouses in West Gordon is a step in advance for rural schools. They can be entered only from the school room. Directors would do well to examine their structure.

CUMBERLAND—Supt. Beitzel: Flags have been raised at the Hedge school in Dickinson township, the Gap school in Lower Mifflin, and at the Sycamore school in South Middleton, with appropriate exercises. A large number of patrons and citizens were present in each instance. Clay modeling has been introduced into the primary departments of the Shippenburg schools. The children are very much interested in the work, and have become quite proficient in constructing some of the simpler geometrical forms. Music is being taught in the schools of Shippensburg, Newville, Carlisle and Mechanicsburg, by the aid of Mason's New National Music charts.

DELAWARE—Supt. Smith: The attendance this year has been much more regular than for some years past. The teacher has in consequence been enabled to do more satisfactory work, and our schools with a few exceptions have been making steady advancement throughout the term. The County Teachers' Association held one of its most successful meetings April 7, in Marcus Hook. Over 100 teachers were present and unusual interest was manifested. Supt. Foster of Chester and Prof. F. H. Green of the West Chester Normal, took part in the exercises. All of our teachers are deeply interested in the approaching meeting of the State Teachers' Association to be held in Media. We all look for a big meeting.

FOREST—Supt. Kerr: Most of our schools have closed a very successful eight months term, and many teachers have gone to attend the Clarion Normal School. In many of our advanced schools, I have held examinations for the higher grades; but diplomas are not granted.

FRANKLIN—Supt. Zumbro: On the 24th we attended the commencement exercises of the graduates of the Mercersburg High School, and delivered the address to the class, sixteen in number. They all acquitted themselves creditably and received diplomas.

FULTON—Supt. Chestnut: All our schools are closed except those of McConnellsburg. Notable improvement was made in many during the winter. Several flourishing normals are in progress. The law prohibiting superintendents from teaching will work great good in our county.

HUNTINGDON — Supt. Rudy: Orbisonia graduated its first class, four young ladies, April 6th. A large audience was present to witness the exercises. It was very apparent that the citizens and patrons were well pleased with the first commencement. Dr. Eckels delivered the address to the class.

JEFFERSON—Supt. Hughes: Many of our schools have closed. A six-months term is

entirely too short. Three-fourths of our pupils will be out of school between five and six months. Eight months, not less, ought to be the minimum term.

JUNIATA—Supt. Marshall: A visit to the schools of Mifflintown during this the last month of the term, enabled me to observe the marked progress that has been made in all the grades. These schools may be classed among the best in the county, in respect of efficiency, system, and the educational spirit of the people. This is due to the fact, first that the schools are well graded and working under a practical course of study; and second, that the Directors are independent and careful in the selection of teachers. The primary rooms are, however, too much crowded. Directors should remember that small children need a great deal of individual attention. Their progress depends greatly upon the immediate direction of the teacher. Another teacher is needed, but the building contains only four rooms.

LACKAWANNA—Supt. Taylor: Local institutes have been held this month at Jermyn, Olyphant, Dalton, and Old Forge. On April 6th a handsome four-room building was opened in Dixon borough with appropriate ceremonies. An interesting musical and literary programme had been prepared by Prof. J. E. McCauley and M. J. Lloyd. A large audience was present. Addresses were made by the County Superintendent and the President of the Board. This building is really a great credit to the Board of Directors. The rooms are large, lofty, and well-lighted. Each room has two cloak closets which may be entered both from hall and school-room. The furnishing is of the latest improved pattern, single desks with noiseless hinges; and each room has about 60 square feet of slate blackboard. There is also a room for Directors' meetings. Directors are coming to feel that nothing but the best is good enough for the children. The central examinations for the common school course will be held May 12th at six centres.

LEBANON—Supt. Snoke: During April I visited the schools of Jonestown, West Lebanon, Independent, and Cornwall districts. With some exceptions in the primary grades, these schools are in a progressive condition. In two of the primary schools, I found beginners as teachers, a very questionable arrangement. If somebody must learn this "noblest of arts" by experimenting upon the children, it should not be done in the primary schools where the foundation for the superstructure is laid. The schools of Cornwall were never before in a better condition. This is to be attributed to the fact that all their teachers are highly successful. Probably in no other district does the Board exercise more judicious judgment in the selection and retention of teachers. No beginner can gain a foothold in this district. The unsuccessful teacher is sure not to receive a second trial, while the progressive teacher will be retained if at all possible. Successful schools for teachers are conducted by Profs. Heilman, Gerberich, Leopold, and Alleman at Annville, at Lebanon Valley College, Palatinate College, and Schuylkill Seminary, while quite a number of our teachers are attending State Normal schools.

LEHIGH—Supt. Rupp: At a meeting of the executive committee of the County Institute it was decided to hold the next meeting in Market Hall instead of the Court House, which has for some years been too small for the purpose. The Institute will convene November 5th. I propose to hold my examinations about a month earlier than last year. Apparently teachers will be quite numerous this year again, and I have therefore decided to raise the standard of the certificates considerably.

LYCOMING—Supt. Becht: The April meeting of the Teachers' Exchange was probably the most important meeting of that body held during the year. Mr. G. B. Milnor read a paper on "The Higher Qualifications of Teachers;" Mr. F. W. Robbins and Mr. G. F. Dandais discussed the subject of English as found in the report of the Committee of Ten. The following course of reading for teachers was suggested: Boone's History of Education in the United States, Baldwin's Elementary Psychology and Education, White's School Management, Rooper's Apperception, Howland's Practical Hints. It was recommended that one of these books be read each month and then discussed at the meeting of the Exchange. The examination in the Theory of Teaching will be based on this course of study. Montoursville borough held its first graduating exercises on the evening of April 25th. A class of three boys and two girls received diplomas.

MCKEAN—Supt. Eckels: We have just granted diplomas to twenty-six pupils who have finished the common school course. The examinations for these diplomas are of a high grade, and consequently a diploma is highly prized. As one of the healthful signs we note the fact that more of our teachers will enter the Normal schools this year than ever before. Our schools have never been in a more hopeful condition. Now that the short term has been abolished we expect the schools to take a long stride forward.

MIFFLIN—Supt. Cooper: Nearly all of the schools in the country have closed. The Lewistown schools are making preparations for their graduating exercises, which will take place the latter part of May. An unusually large number of our teachers and young persons preparing to teach have gone to some Normal school. The course of study adopted in the Yeagerstown schools bids fair to be productive of good results.

MONROE—Supt. Serfass: Arbor Day was appropriately observed at the East Stroudsburg Normal School. Representative R. F. Schwarz delivered a very interesting ad-

dress, after which some sixty trees were planted on the grounds of the School.

NORTHUMBERLAND—Supt. Shipman: The chief obstacle that seems to confront school officers now is, how to adjust the cost, loss and destruction of free text-books in such a way as to make the financial report appear as it should. This, however, I believe will be a trouble of short duration, and the experience of a year or two will render it as easy of adjustment as any other item of the financial report. Secretaries cannot exercise too much care in the preservation of the various bills received during the school year, as they materially aid in settling disputed points in the financial department. A few districts are looking forward to the building of new houses during the coming vacation. The monthly reports of teachers show that directors have been fairly diligent in complying with the law pertaining to visitation of schools. (See School Law of 1894, p. 76, Sec. XC.)

PERRY—Supt. Arnold: All our schools have closed with the exception of a few borough schools. They have been well attended and generally well taught. Taken in all we have had a very prosperous term. Of the high schools but two will have graduating classes, Marysville and Duncannon. The former has a fine lot of examination work to be placed on exhibition at their commencement. This work includes all the examinations, essays, etc., for the year, and reflects much credit upon the Principal and pupils. A monthly paper, called the "High School Monthly Review," is published by the senior class of the Duncannon high school. The spring term of the Bloomfield Academy opened with a large attendance. During this term special attention is given to the preparation of teachers. Normal classes are also organized in different parts of the county. These classes are well attended. Besides, a large number of our teachers are attending some Normal school. Evidently the teachers are making an effort to improve for the work in which they are engaged. Several new school-houses will be built during the year. Landisburg will build a new house of two rooms.

SNYDER—Supt. Bowersox: The schools all closed in April, except Selinsgrove, where commencement exercises were held May 8th, by a class of eight bright and promising graduates. Some person who was bent on despicable mischief, set fire to Narrow's school house, Union township, resulting in considerable damage before it was discovered by passers-by. By heroic effort, however, the flames were extinguished and the building saved. We have since learned that the rogues have been apprehended and are now awaiting trial behind iron doors in a neighboring county.

SOMERSET—Supt. Berkey: With a few exceptions the schools of the county have closed. The term as a whole has been very successful. The reports of teachers indicate a largely increased attendance in the aggregate, and a larger average attendance than last year. Eighty applicants for graduation were examined and fifty-one diplomas granted, seventeen of the applicants being from the borough high schools.

WARREN—Supt. Putnam: Local institutes were held at Youngville, Glade and Corydon. The attendance and interest at each were good. About 250 people attended the afternoon session at Glade. April 30th the graduation examination was held in each district of the county. Some 300 pupils took the examination in whole or in part. Much interest is manifested in the course, and the attendance has been better than ever before in the spring months. Teachers are careful to show pupils that they are not "finishing," but simply getting credit for work done.

WASHINGTON—Supt. Tombaugh: An examination of applicants for common school diplomas was held at thirty-two different points in the county April 7. Of the 143 pupils over sixteen years of age that were examined, 110 received diplomas. The work done was much superior to that of last year. The graduating system is doing great good for the schools of our county.

WESTMORELAND—Supt. Ulerich: Arbor Day was appropriately observed in some places, notably in Ligonier borough, by literary exercises and the planting of trees. Many of our schools closed this month, and many of the teachers have gone to some fitting school. A large number will attend one or other of the State Normals, while a still larger number will be found at the different county normals, of which we have fifteen.

WYOMING—Supt. Keeler: On May 22d the people of Nicholson borough will vote on the question of bonding the distriet for $7,000 to build a new school-house. On May 4th the Directors of Monroe township will let the contract for a new two-story school-house at Beaumont. Every district in this county has complied with the requirements of the recent decision relative to a six months continuous term. Many outhouses are being built.

BETHLEHEM—Supt. Farquhar: The Board of Directors has purchased a "Krakener" piano for the High School. An annex is being built to the Franklin building—first floor, toilets for the pupils; second floor, directors' room and Superintendent's office.

BRISTOL—Supt. Booz: A pleasant event of the month was the visit of Deputy-Supt. Houck to the schools, April 25th. Ground was broken for the new school house, April 18th, and its erection is progressing finely. The building will be 50x80 feet, three stories high, built of brick with blue-stone trimmings. It will contain six school rooms, directors' and superintendent's rooms, and an assembly room on the third floor.

HAZLE TWP. (*Luzerne Co.*)—Supt. Mulhall: As the term draws to a close the at-

tendance falls off in a marked degree. This is to be regretted, but there seems no help for it. "Make hay while the sun shines" is an old saying, and in accordance therewith many of our boys and girls go to work as soon as the fine weather comes—the boys to the breaker and many of the girls to the mill. Otherwise our schools are doing well.

McKEESPORT—Supt. Brooks: In addition to the preparation for the sixteen-room building reported last month, our Board intends to remodel the Market street building, put in a heating and ventilating system, and make such other improvements as are necessary. Our schools will close May 24th, and we can say that we have had a very successful term. We now have a committee of directors and citizens on library, and they are taking steps toward securing a library for the school.

MOUNT CARMEL—Supt. Dean: A contract for building a handsome High School with a store room for supplies and a Superintendent's and Directors' room has been made.

NEWPORT TWP.—Supt. Dewey: Arbor Day was observed with appropriate exercises. Several fine trees were planted. Many families planted trees at home, and beautified their yards by sodding, and in many other ways. Night schools closed April 2d. We had enrolled 302 pupils; average attendance for five months, 211.

NORRISTOWN—Supt. Gotwals: On Arbor Day all the exercises of our schools in the afternoon had direct reference to that for which the day was set apart, consisting of recitations, essays, and music. The Coda prepared by Ginn & Co. was used. The exercises were interesting throughout and we have reason to believe profitable to all.

PHOENIXVILLE — Supt. Leister: Arbor Day was celebrated with appropriate exercises. Flowers, shrubs, etc., were mostly planted on the school premises where more trees were not needed. An American elm was planted in the park by the "A" class of the High School. Pupils were requested to do planting at home and report to their teachers. They reported 1424 flowering plants and 184 trees—the latter consisting of pear, peach, plum, cherry, maple, etc.

SHAMOKIN—Supt. Harpel: By resolution of the School Board the Stars and Stripes float daily over all our buildings during school hours.

SHENANDOAH—Supt. Whitaker: We are enforcing vaccination among our school children, and our attendance has been seriously affected. Compared with the corresponding month of last term, the record shows a decrease of 198 in the average daily attendance, and 8 in the percentage of attendance, although the monthly enrollment has increased 38. Seventy-two pupils refuse to be vaccinated and as many more are excluded from school because they have not complied with the rule. So we are not yet out of the woods.

SUNBURY—Supt. Oberdorf: New charts for some of the primary schools were purchased and additional slate blackboards placed in others. About 40 volumes were added to the High School library from funds contributed by the pupils, thus bringing the whole number up to over 700 volumes. Attendance has been quite good. Some irregularity was caused by sickness, principally the result of vaccination. The attendance has been excellent since the adoption of the rules making promotion dependent upon the regularity of attendance and daily marks in recitation. Our schools will close June 7th, with commencement exercises in the Opera House, June 8th.

TAMAQUA—Supt. Ditchburn: At the beginning of the month our pupils were ordered to go and be vaccinated, and this has greatly lowered our attendance. There is no more room for trees in our school grounds, therefore Arbor Day was observed without tree-planting.

TITUSVILLE—Supt. Crawford: On Arbor Day we decorated the grounds of three of our school buildings with flowering shrubs. The pupils of the High School had a very enjoyable literary and musical programme. The most of the literary work was original and all the selections beautifully appropriate. An original poem was read by the author, Claribel Hyland, a member of the class of '94. On April 19, Dr. J. M. Rice delivered his lecture on "Scientific Teaching" before our teachers and citizens.

WEST CHESTER—Supt. Jones: On the evening of April 26th and 27th, the pupils of our schools sang the cantata "Haymakers." Large audiences were present on both occasions. The children, under the direction of Jerry March, the supervisor of vocal music, did so well that everybody was delighted with their performance. The regular teachers drill their own rooms. Prof. March instructs in the different grades once a week.

WILKESBARRE — Supt. Coughlin: Two buildings will be erected in the city this year. The aggregate cost, including lots, will reach $30,000. School property is kept in first-class condition. Repairs are promptly made, and all needed improvements looked after. The Fan System of heating has been selected for the new buildings.

WILLIAMSPORT—Supt. Transeau: The educational event of the month was an application by Mr. Duffield, of the 7th ward, to the Court of Common Pleas, for a mandamus to compel the School Board to admit his son to the public schools without vaccination, contrary to their resolution passed February 2d, 1894. A copy of Judge Metzger's decision refusing to issue a mandamus has been forwarded to the Department of Public Instruction. [See April No. *School Journal*, p. 453.] As Mr. Duffield's counsel has appealed to the Supreme Court, we shall no doubt before long have a decision of this question from the highest court in the State.

THE one instrument that comes nearest the voice in its ability to interpret musical expression is not the piano, but the violin. The piano is only an improved harp. Heretofore young girls have spent laborious years in learning how to play the piano, an accomplishment difficult to acquire, and requiring incessant practice to retain proficiency. But there has been a change lately that may make the violin as popular among women as the piano has been. Thousands of girls are now learning how to finger the strings. The mastery of the violin is easier to obtain than that of the piano, and does not require so much strength of hand and wrist. The delicate fingering it involves is just what girls can more easily learn. It is no novelty for women, for the painters of the middle ages represented the angels as playing on viols as well as harps.

PLEASURE CLIMBS TO EVERY MOUNTAIN.

GOLLMICK.

Soprano Solo.

1. Pleasure climbs to ev-'ry moun-tain, Waves in ev-'ry bush and tree, Whispers in each bubbling foun-tain, O how sweet this world can be! When with ear-liest ray of morn-ing, All things wake to life and glee, Sparkling fresh they hail the dawning, O how bright this world can be! O how bright! O how bright! how bright this world can be!

2. Ev-'ry blos-som round us spring-ing, Sweet to smell, and fair to see, Seems with fra-grant voices sing-ing, "O how fair this world can be!" E'en in tem-pests wildly burst-ing, Nature still has charms for me, For my heart securely trusting, Knows whose ray of morning, All things wake to life and glee, Sparkling fresh they hail the dawning, O how bright this world can be! O how bright! O how bright! how bright this world can be!
wildly bursting, Nature still has charms for me, For my heart se-curely trusting, world this world must be! Knows whose world, Knows whose world, whose world this world must be!

Vocal Accompaniment.

1. Pleasure climbs to ev-'ry moun-tain, Waves in ev-'ry bush and tree, Whispers in each bubbling fountain, O how sweet this world can be. When with earliest morn-ing, All things wake to life and glee, Sparkling fresh they hail the dawning, O how bright this world can be! O how bright! O how bright this world can be!

2. Ev-'ry blos-som round us springing, Sweet to smell, and fair to see, Seems with fragrant voices sing-ing, "O how fair this world can be!" E'en in tem-pests burst-ing, Nature still has charms for me, For my heart se-curely trusting, Knows whose world this world must be! Knows whose world, Knows whose world, whose world this world must be! Knows whose world this world must be! Knows whose world, Knows whose world this world must be!

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